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ABSTRACT

Supplementary programs of group counseling-guidance and of educational skills instruction, including language arts and mathematics, were implemented at the Penta-County Vocational School, an area vocational school near Toledo, Ohio. The subjects included approximately 300 high school juniors divided into 30 groups for participation in both phases of the supplementary program, conducted over a 2-year period. An evaluation of the program was not scheduled until fall of 1969; however, it was felt that the program has potential for helping youth who might otherwise be denied entrance to regular vocational education programs because of educational deficiencies or personal handicaps, as well as for enhancing the benefits obtained from vocational education by capable youth. (CH)

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SUPPLEMENTARY PROGRAMS FOR VOCATIONAL EDUCATION

Group Counseling-Guidance

Educational Skills Instruction

Dale Prediger and Paul Muntz (Editors)

College of Education
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Toledo, Ohio 43606

November 1968

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Dale Prediger and Paul Muntz (Editors)

University of Toledo

Toledo, Ohio 43606

November 1968

The research report herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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PREFACE

This interim report covers activities in one phase of the project entitled "Validation of Counseling-Selection Data and Evaluation of Supplementary Programs for Vocational School Students." The supplementary program phase of the project was prematurely terminated due to the reduced level of federal support over the last three years. It is our understanding that submission of this report ends the University's obligation to achieve the supplementary program phase objectives stated on page 11 of the project proposal. Activities in the validation phase of the project continue as originally proposed.

The efforts of many persons went into the preparation of this report. The authors of the various chapters are listed below along with their position at time of writing. The names of other members of the project staff during the past year are also included. All were involved in some phase of report preparation or program implementation.

Special thanks go to June Hopkins, Reading Consultant for the Monroe County, Michigan Public Schools, for her work on the initial phases of the project and for her continued interest and consultative services.

Perhaps the most gratitude is owed to the faculty and students of Penta-County who had to live with the day-to-day impact of our sometimes stumbling efforts to do things differently.

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SUMMARY

The general objective of the Penta Project was to formulate, implement, and evaluate supplementary programs designed to enable high school students to successfully undertake vocational education and profit from it to the full level of their ability. This interim report describes the programs that were formulated and implemented at the Penta-County Vocational School, an area vocational school near Toledo, Ohio. The report should prove useful to educators interested in making vocational education available to as many youth as possible. However, it does not deal with the initiation of additional vocational programs, nor are changes in the vocational offerings, themselves, proposed. Rather, the intent is to document project efforts to adapt existing programs to the characteristics of potential enrollees.

Project programs consisted of education skills instruction and group counseling-guidance offered separately and in combination to various subgroups of approximately 300 juniors attending Penta-County over a two-year period. The programs would appear to have their greatest potential in helping youth who might otherwise be denied entrance to regular vocational education programs because of educational deficiencies or personal handicaps. However, the programs may also enhance the benefits obtained from vocational education by capable youth. Hence, they were offered to a cross-section of students attending Penta-County.

Students in the educational skills phase of the project met for two periods a week in groups of from six to eight members. Stated broadly, the program consisted of remedial, developmental, and enrichment activities in language arts and mathematics. Whenever possible, skills instruction was related to the student's vocational area and his individual needs. Counseling-guidance groups, usually containing from six to eight members, met only once a week. The majority of the time was spent on relatively unstructured group counseling. Group guidance activities usually involved the provision of information relevant to vocational and educational planning. Thirty groups were involved in each of the counseling-guidance and educational skills phases of the project over the two years. This report describes many of the techniques and materials that were used.

An objective evaluation of program effectiveness is scheduled for the fall of 1969. Evaluation plans, which are outlined in the report, include the use of 15 outcome variables representing overt and covert behavioral data and various measures of achievement. Until objective outcome data becomes available, whatever merits Penta Project programs possess must be judged on the basis of the program rationale and descriptions given in this report.

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CHAPTER I

RATIONALE

Paul Muntz and Dale Prediger

One needs little exposure to current literature or to the conversation of business and labor leaders to become aware of the diminishing market for unskilled workers. Numerous fields of specialization are developing every day and those whose responsibility it is to prepare, select, and represent workers are articulate in defining demands of the current and future labor markets. The incongruity of skilled job opportunities and unskilled, unemployed men and women serves to emphasize the need for vocationally relevant educational programs and opportunities. The answer to the question of whether Johnny fails school or the school fails Johnny carries short-term implications bearing directly upon the survival of our social order.

Many of the students whom the American educational system has failed have been those with special needs--the academically disinclined, disinterested, or disadvantaged. From another point of view, the needs of these youth may be special only in that the schools have, by design or through necessity, ignored them. Regardless of viewpoint, many agree that vocational education is becoming increasingly important for these youth. As noted by the Advisory Council on Vocational Education (1968), the Vocational Education Act of 1963 introduced a new basic purpose for the nation's vocational education system--that of serving persons who can not succeed in a regular vocational education program because of educational, socio-economic, or other handicaps. In the words of Barbara H. Kemp, Program Specialist for the Disadvantaged in the Division of Vocational and Technical Education, U.S. Office of Education, "Vocational educators now have the obligation not only to include the disadvantaged in their regular programs, but to make every effort to help them succeed in those programs or organize special programs to meet their needs. This is true primarily because education should help every individual develop to his fullest potential" (1965, p. 25). Kemp goes on to say that this obligation was initiated by the Congress and that the Advisory Council on Vocational Education will look closely into this aspect of vocational education in its 1968 report. In its report, the Council observed that the special need of youth "is still being largely ignored or neglected by the educational community. This group requires special programs and resources which take time to develop and implement. There

is little indication that the problem is being faced" (p. 19). Instead, the better schools "attempt to upgrade their student bodies and enhance their prestige, not by providing special help to those who need it, but by actually eliminating such students by more stringent requirements" (p. 36).

In a nationwide survey, Groves (1967) has shown that in cases where programs for youth with special needs are operating, they generally are not vocational education programs in the usual sense, i.e., those emphasizing skill development. The products of these programs will in many cases be the unskilled youth or adults who, after leaving the job obtained through their first work experience program placement, will become welfare recipients or candidates for the "second chance" programs provided by the Manpower Development and Training Act and the Economic Opportunity Act.

As previously noted, one section of the Vocational Education Act of 1963 was devoted to the provision of vocational education for persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education program. But, who are these youth who we know won't succeed? "They are the ones with such and such handicaps" seems to be the common, albeit circular reply. Are the same persons unable to succeed in all regular vocational programs because of whatever handicaps they possess? Might there be some program in which they are able to succeed? Even if we could identify the poor risks with some objectivity and certainty, should we then deny all of them vocational education because they don't readily adapt to existing programs? Do vocational programs for youth with special needs have to be special vocational programs, e.g., programs that do not provide vocational education in the usual sense?

Some years ago Lee J. Cronbach (1957), in his presidential address to the American Psychological Association, pointed out two general approaches to the practical application of predictors of success. The common approach involves the use of predictors as selection devices or counseling tools to locate situations (training programs, jobs, etc.) where the individual is assured a reasonable degree of success (usually from the standpoint of the institution). If no such situation is found, the door to the field of opportunities being considered is closed to the individual. The second approach, which Cronbach termed "experimental," involves the <u>modification of existing situations</u> in ways that make a reasonable degree of success likely for a maximum number of individuals.

While much needs to be done to increase the validity of counseling and selection procedures commonly in use in vocational education (e.g., see the review by Prediger, Waple, and Nusbaum, 1968), it is the second approach that seems to hold greater promise for meeting the needs of youth with academic, socio-economic, and other handicaps. Two general alternatives can be identified. The first is to modify existing vocational education programs--i.e., objectives, materials, methods, etc.--to take into account the characteristics of the enrollees. The second is to provide students with supplementary programs consisting of some combination of educational skills instruction, continuous counseling and/or work experience before or during their enrollment in regular vocational education programs.

Both of these alternatives present exciting possibilities for meeting the needs of many of the youth who have been failed by the American educational system in the past. Funds provided by the Vocational Education Act of 1963 for research, experimental, developmental, and pilot programs represent the first real opportunity to investigate their efficacy on a large scale. However, the lack of efforts along these lines has already been cited.

One of the recommendations of the Advisory Council on Vocational Education calls for large-scale, federal support of exemplary and innovative programs aimed at both the general and the disadvantaged population. The first of several examples of such programs involves "occupational training consisting of a combination of a modified or upgraded academic curriculum and occupational programs that provide students a dual opportunity for achievement in acquiring basic education skills and preparation for employment . . ." 1968, p. 386). The Penta Project might be cited as a specific example of such a program. It is based on the experimental approach described by Cronbach and, of the two options cited, potentially represents the shorter, less expensive route to meeting the special needs of many youth while providing them with a vocational education.

The general objective of the Penta Project was to formulate, implement, and evaluate supplementary programs designed to enable students to successfully undertake vocational education and to profit from it to the full level of their capability. These programs were mainly directed toward serving the student who found himself in a school offering a limited, frequently academic curriculum that matched neither his needs nor his abilities. Such students often wish to enter vocational programs. And yet, because of the inappropriateness of the curriculum in which they have been placed, they frequently accumulate academic, attitudinal, and behavioral deficiencies which result in their exclusion from regular vocational programs or which limit their ability to profit from these programs if admitted. Penta Project programs represent one way of opening the doors of vocational education to more or these students.

Project programs were not limited to youth of this type, however. In the belief that such programs may be of benefit to students regardless of the characteristics and abilities they bring to vocational school, the supplementary programs were offered to a cross-section of the students. Perhaps Kemp (1967), has best stated the rationale for this approach in the following words. "All students can benefit from the knowledge gained, shifts made, techniques used, and programs developed for special-needs students. After all, each student, whoever he is and wherever he comes from, is an individual and has special needs" (p. 52).

The next chapter presents an overview of typical efforts to provide vocational students with special programs not usually included in the regular vocational curriculum. Subsequent chapters in this report describe the setting, structure, and nature of the supplementary programs. The final chapter covers plans for evaluation. Since the last set of outcome criteria will not become available until the summer of 1969, no objective evaluation of program outcome has as yet been completed. This report will serve to document what was done. The critical analysis of program effectiveness is planned for the fall of 1969.

CHAPTER II

OVERVIEW OF SUPPLEMENTARY PROGRAMS IN VOCATIONAL EDUCATION

Beverly Damrauer and Paul Muntz

This is an overview, not a comprehensive review. It is presented for the purpose of providing perspective on existing programs designed to meet the needs of vocational students. For the purposes of this overview, supplementary programs are defined as programs existing apart from the regular vocational and academic offerings and consisting of some combination of educational skills instruction, continuous counseling, or work experience. These programs are offered by specialists immediately before or during the student's enrollment in a regular vocational education program.

Three major categories of vocational programs are discussed: (a) vocational training for slow learners; (b) vocational education for able youth; and (c) vocational training for alienated youth and youth with special needs. It is recognized that such categorization is arbitrary; that it will undoubtedly annoy some; and that the categories are not mutually exclusive. Furthermore, quality, quantity, and practice within these categories differ greatly by state, community, and across rural, suburban, and urban areas. Nevertheless, an overview of existing programs should provide a useful perspective from which to view the Penta Project programs.

Vocational Training for Slow Learners

Slow learners may be defined as those students in the public schools who, due to intellectual deficiencies of varied etiology, are judged to be unable to profit from instruction in the regular classroom. To accomodate these students, special education classes with particular emphasis on developing basic academic skills, sound social and civic attitudes, and good work habits are currently being offered in many school systems at both the elementary and secondary levels. The work-oriented curricula developed for slow learners of high school age by the Rochester City School System, Rochester, New York (Burchill, 1962) will serve to illustrate a typical approach. Two work-study phases have been established for students aged 14 to 17. Mentally retarded children, those with IQ scores between 50 and 75, are enrolled in a three-year "Occupational-Education Program." Slow learners, those children having IQ's in the 76 to 89 range, participate in a three-year program known as the School-Work Program.

A significant feature of the Rochester curriculum for slow learners, one that is characteristic of many other occupationally oriented programs for slow learners, is the virtual absence of emphasis on specialized vocational skills. Programs for the slow learner are generally geared toward aiding the student in developing elementary skills associated with service and low skilled occupations. A key provision of most curricula is a work-study program that gives students actual on-the-job experience. In some programs the student first works in his school before taking a job in the community. A work-study coordinator provides some supervision and often spends part of the day in the classroom with students in the program. In the classroom, teachers present practical reading, arithmetic, writing, and spelling lessons and varied interpersonal experiences related to job readiness and performance.

Supplementary programs, as defined above, generally have not been implemented in programs for slow learners. Instead, real-world-related educational skills instruction and vocational guidance are usually an integral part of regular classroom activities.

Vocational Education for Able Youth

In some school systems, especially those where vocational educators have a role in policy determination, the academically able students are eligible for vocational education whereas the less able are rejected. Programs for able youth usually emphasize the development of occupational skills associated with skilled, semi-skilled, and technical positions. In addition to regular academic offerings (e.g., history, English, and government), the curriculum of such programs often includes occupational adjustment topics such as employment trends in the vocational specialty, job interviewing, employer-employee relations, and apprenticeship opportunities. Instruction dealing with the basic educational skills essential to satisfactory performance in the student's vocational area is often provided as part of classroom work covering related technical information. However, the vocational instructor, rather than an educational skills specialist, is usually called upon to present this instruction. Remedial work is generally thought to be inconsistant with the concept of vocational education for able youth unless, perhaps, it directly relates to the vocational training. As noted by the Advisory Council on Vocational Education (1968, pp. 32-33), guidance and counseling services are often totally lacking in vocational schools.

Vocational Training for Youth with Special Needs

One of the central thrusts of the Vocational Education Act of 1963 was the provision of vocational education programs for persons with academic, socio-economic, or other handicaps which

make it impossible for them to succeed in the regular vocational program. As noted before, the objective identification of persons fitting this description is no easy matter. A label frequently employed is that of "alienated youth." According to Havighurst and Stiles (1961), "Such youth have been unsuccessful in meeting the standards set by the society for them--standards of behavior, of learning in school, of performance on a job. By the time they reach adolescence these boys and girls are visible as the misfits in school. Either they are hostile and unruly, or passive and apathetic. They have quit learning and have dropped out of school psychologically two or three years before they can drop out physically" (p. 284). Havighurst and Stiles also comment on the etiology of alienation and note that the majority of juvenile delinquents come from this group even though it constitutes only about 15 per cent of the nation's youth.

Also included in the category, youth with special needs, is the less visible group of students who quietly work at the academic tasks society has set for them, but who lack the scholastic aptitude, interest, and/or background needed for success in academic endeavors. Kemp (1965) noted that surveys and studies of these and other youth with special needs "all indicate that over half of them are of average or above-average intelligence" (p. 25). Whether these youth are unable to succeed in regular vocational programs is a debatable point. Depending on the nature of their home environments, they may become the alienated youth of which Havighurst and Stiles speak.

Before describing school programs for youth with special needs, it should be noted that several kinds of vocational training programs offered outside of the public schools were introduced during the 1960's to assist this group. Among the more important of these are the Manpower Development and Training Act (MDTA) programs, the Job Corps, and the Neighborhood Youth Corps (NYC). One rather unique example of such programs is Ohio's Mahoning Valley Vocational School (Watson, 1967) which combines features of the MDTA and the Job Corps programs. The MVVS is a residential vocational training center for disadvantaged boys who are out of school and out of work. It provides training in approximately 15 different vocational areas. Additional programs are available in three areas: (a) reading, mathematics, and communication skills; (b) health, safety, and social development; and (c) programmed instruction. The latter is offered through a programmed learning center and covers topics ranging from chess to trade-related subjects such as blueprint reading. Opportunities for individual and group guidance are also available. The MVVS and the Job Corps centers are similar in that they both attempt to supplement vocational training instruction with basic education offerings. These offerings may or may not be a part of MDTA and NYC programs.

Information on the status of vocational programs designed for public school youth with special needs was obtained in a nationwide survey reported by Groves (1967). Groves limited his survey to programs either partially or fully funded by the Vocational Education Act of 1963. His findings include the following:

1. "Few states had appreciable numbers of vocational education programs for students with special needs, and over half of all states had no programs which met the scope of this study" (p. 17).

2. "The most often used criteria for selection of these students was IQ. scores, with the majority of programs having minimum and maximum ability levels limiting participation" (p. 38).

3. "The primary objective of the majority of these programs was to make the student more employable by offering him an opportunity to secure work experience during regular school hours; there were few programs which taught students a specific set of skills" (p. 47).

Thus, it is apparent that even when programs are provided for youth with special needs, the goal of these programs is often not vocational education in the usual sense. Groves reports no programs for youth with special needs that attempt to help these youth enter, adjust to, and succeed in regular vocational education programs. Of the respondents to Groves survey, 71% did indicate that special or remedial courses, usually in reading, were available in their schools. Capsule descriptions of a number of programs similar to those identified by Groves can be found in a publication by The Research Council of the Great Cities Program for School Improvement (1964). Detailed descriptions of a few such programs have been reported by Burchill (1962).

Discussion

When seen in the context of vocational programs currently available to American youth, the Penta Project appears to be relatively unique in its orientation. No doubt, there are programs with a similar intent somewhere in this country. However, efforts to help youth with special needs seem, in general, to be based on the implicit if not explicit assumption that separate programs must be provided for them. Perhaps this is a natural reaction to the dumping ground status which vocational education has so long endured.

As vocational education becomes more and more valued by our society and as vocational skills become more important to youth entering the labor market, our schools may begin to devote the same attention to the fulfillment of individual potential among vocational students as is now provided for the college bound. Certainly, rapid expansion of vocational offerings is of crucial importance. At the same time, we should not neglect efforts to enable as many youth as possible to profit fully from this expansion.

CHAPTER III

OVERVIEW OF SETTING AND PROJECT PROGRAMS

Dale Prediger

Setting

Project programs were developed and implemented at Penta-County, a vocational school and technical college serving a five county area surrounding Toledo, Ohio. When the Penta Project was launched in the fall of 1966, 19 school districts with a combined total of 17 high schools sent students to Penta. Enrollment in these high schools ranged from about 100 to 1000 students with a median of about 500. The districts cover an area of 1400 square miles and range in socio-economic level and tax evaluation from low to above average. One of the districts (recently consolidated with the Toledo Public Schools) has consistently been among the poorest in Ohio. Other districts contain "bedroom communities" adjacent to the Toledo metropolitan area. In general, the area served by Penta consists of a blend of rural, small town, and urban areas, but not the center city area itself. The diversified business and industrial opportunities of a metropolitan area of approximately 400,000 are within easy driving distance of the outlying districts.

Penta operates approximately 25 different vocational programs at the high school level. (The exact number varies from year to year.) About half of the 25 programs are in the trade and industrial education area. The business and office education area comes next in terms of number of programs and is followed by vocational home economics, vocational agriculture, and distributive education in that order. Normally, about 1000 students are enrolled at Penta. Most enter as juniors, however, there are a few one-year programs open to seniors. The number of counselors on the student personnel staff has varied from four to five. Two or three usually carry at least some responsibility for working with technical college students.

In each of the home schools, counselors are assigned the responsibility of working with potential Penta-County applicants. Potential applicants are asked to take a battery of tests made up of the General Aptitude Test Battery, the Differential Aptitude Tests--Mechanical Reasoning, the Kuder Preference Record--Vocational, and the Lorge-Thorndike Intelligence Tests--Nonverbal. Results from these tests are sent to the home school counselors. Scores from all tests except the Kuder are included with the student's application and are used subjectively by the student personnel staff and vocational coordinators in screening applicant program choices. Penta-County has diligently tried to maintain an open door policy that admits the student to the

program of his choice. In cases where a large number of students apply for a program with a limited quota, it is sometimes impossible to grant each student his first choice. However, every effort is made to help students select suitable alternatives.

There is little free time in the typical Penta-County student's day. The district is large and students must be bussed from their home schools where they make connections with the bus routes serving other students in the district. Since this takes time, the school day is short. Four of the eight 40-minute periods are spent in lab or shop work, two are spent in vocationally related instruction, and one-half period is used for lunch. Since a student usually carries an academic course along with his vocational work, very little time is available for additional programs. This factor will be significant in the overview of supplementary programs that follows. A more detailed description of Penta-County can be found in an article by Ramsey (1966).

Supplementary Programs--Background

There are three general considerations essential to the understanding of Penta Project programs. First, the supplementary programs developed as part of this project can not be considered to be unique, per se. If unique in any sense, they are unique in application of the supplementary pgoram concept to regular vocational programs, not in the general nature of the programs. Group counseling and educational skills instruction have been offered for a number of years in a wide variety of settings. In the Penta Project they were offered to students in regular vocational education programs by specialists in group counseling and educational skills. These specialists attempted, within the limits of their background (which did not include vocational education training or experience), to relate their work to the student's vocational area. Their efforts were facilitated through the contacts they were able to develop with the vocational instructors. Ideally, specialists in vocational education and educational skills or group counseling should have been employed. However, persons combining these talents were not available. (Nor are they likely to be available to many school districts.)

The second general consideration is the influence of research design on what was done. The structure of program offerings was strongly influenced by plans for the objective evaluation of program effectiveness. Structure, in this context, refers to such things as the nature of the student samples participating in the programs, procedures for selecting these samples, the need for control groups, program mixes (i.e., presentation of counseling and educational skills instruction programs separately and in combination), number of students and staff involved, etc. The use of random sampling techniques to select students from a pool of those who were eligible constitutes a good example of the influence of research design on

program structure. No volunteers or referrals were sought. Assignment to experimental and control groups was also on a random basis. While nonvoluntary participation in educational skills instruction may pass with little notice, group counseling with nonvoluntary groups may be viewed by some as undesirable, if not impossible. Nevertheless, educational skills instruction and a combination of group counseling and guidance were offered to a cross-section of students much as might occur in a developmental guidance program serving an entire student body.

In situations where provision of programs rather than evaluation of programs is the primary goal, structural considerations may differ substantially. The analyses of outcome data planned for the fall of 1969 should provide empirical information on which to base decisions on program value and structure. The chief function of the current report, beyond the presentation of program rationale, should be in the description of what was done in the group counseling and educational skills instruction phases of the project. The nature of these two phases, procedures, materials, etc. are described in Chapters IV and V. Hence, the overview of program structure presented in this chapter will primarily serve to facilitate understanding of those descriptions and the plans for program evaluation presented in Chapter VI.

Finally, it is essential to understand that the circumstances under which Penta Project programs were implemented were more typical than ideal. As already noted, project staff members having day-to-day contact with students were not specialists in vocational education. Students did not volunteer to participate in the programs. The tight schedule followed by most Penta-County students necessitated unusual arrangements for program scheduling which in turn created problems for some of the vocational instructors. Only minimally suitable facilities were available and space was at a premium. In addition, there were the usual monetary problems. Penta-County, itself, was on a very tight budget. The school, which opened its doors in 1965, had met with an enthusiastic response from students in the area. The operating budget was severely taxed by the commitment to keep the doors open to all applicants. The project budget, which was largely supported by a grant from the U.S. Office of Education, was cut during each of three fiscal years as the indirect result of congressional moves to economize. Staff members had to be released (one at mid-year), and program offerings reduced. Implementation of some aspects of the research design was made impossible. The situation, indeed, was far from ideal.

Supplementary Programs--Overview

Project programs were offered to a subgroup of juniors entering Penta-County during the 1966-67 and 1967-68 school years. With only minor exceptions, the programs offered to the second group were the

same as those offered in 1966-67. Improvements were made, of course, in light of previous experience. The five types of programs provided are listed below.

1. Educational skills instruction

2. Group counseling-guidance

3. Programs 1 and 2 combined

4. Programs 1 and 2 combined and offered to students enrolled in the following vocational areas: auto mechanics, cosmetology, drafting, and horticulture.

5. Placebo activities intended to control for the Hawthorne effect.

Programs 1, 2, 3, and 4 will be described in detail in Chapters IV and V. Students in the placebo control group were provided with a program designed to make them feel they were in the project. However, they met for only eight times during the school year. Group activities were designed to be minimally helpful. The intent was to provide the students with some attention, but no real help. A second control group, known as the "invisible controls," had no part in the supplementary programs. Members did not know they were part of the project design. However, students in the group did complete the same evaluative instruments as students in the five program groups.

Students in Programs 1, 2, 3, and 5 came from a variety of areas and met in mixed, heterogeneous groups. Program 4 students met only with other students from their own vocational area and, in this respect, constituted homogeneous groups. No random sampling procedures were employed in the selection of students for Program 4. Instead, all students accepted into the four vocational areas were assigned to this program.

In two areas, auto mechanics and cosmetology, two units (classes) were offered each year. Students were randomly assigned to these units, with one serving as the control group and the other as the experimental group. The instructor having experimental group students the first year had control group subjects the second year and vice versa. In the drafting area, 1966-67 juniors were in Program 5 while 1967-68 juniors served as controls. This sequence was reversed in horticulture. The four vocational areas constituting the homogeneous groups should provide a good cross-section of students attending Penta-County.

In selecting the heterogeneous group sample, an effort was made to exclude students with above average academic aptitude. Thus, only those students with a General Aptitude Test Battery score of 100 or less on the verbal or numerical subtests were considered to be eligible

for the programs. (A score of 100 is average for the adult population on which the GATB is normed.) From the pool of those who were eligible, students were randomly assigned to Programs 1, 2, 3, and 5 and to the control group. In some cases, a student's study hall was scheduled at a time when he could not meet with the group to which he had been assigned. Hence, the student had to be eliminated from the sample. Usually this was true of all students in certain vocational areas. Thus, students in the agriculture mechanics, child care assistant, and account clerk programs could not be included in 1966-67. Students in the last two programs and the dietary aid program were eliminated from consideration the next year.

Students from 14 different vocational programs were included in the heterogeneous groups. These vocational programs, which are in addition to the four homogeneous group programs already mentioned, are as follows: agriculture mechanics, auto body, community and home service, carpentry, commercial art, distributive education, data processing, dental assistant, electronics, high skill stenography, machine trades, office machines, printing, and welding.

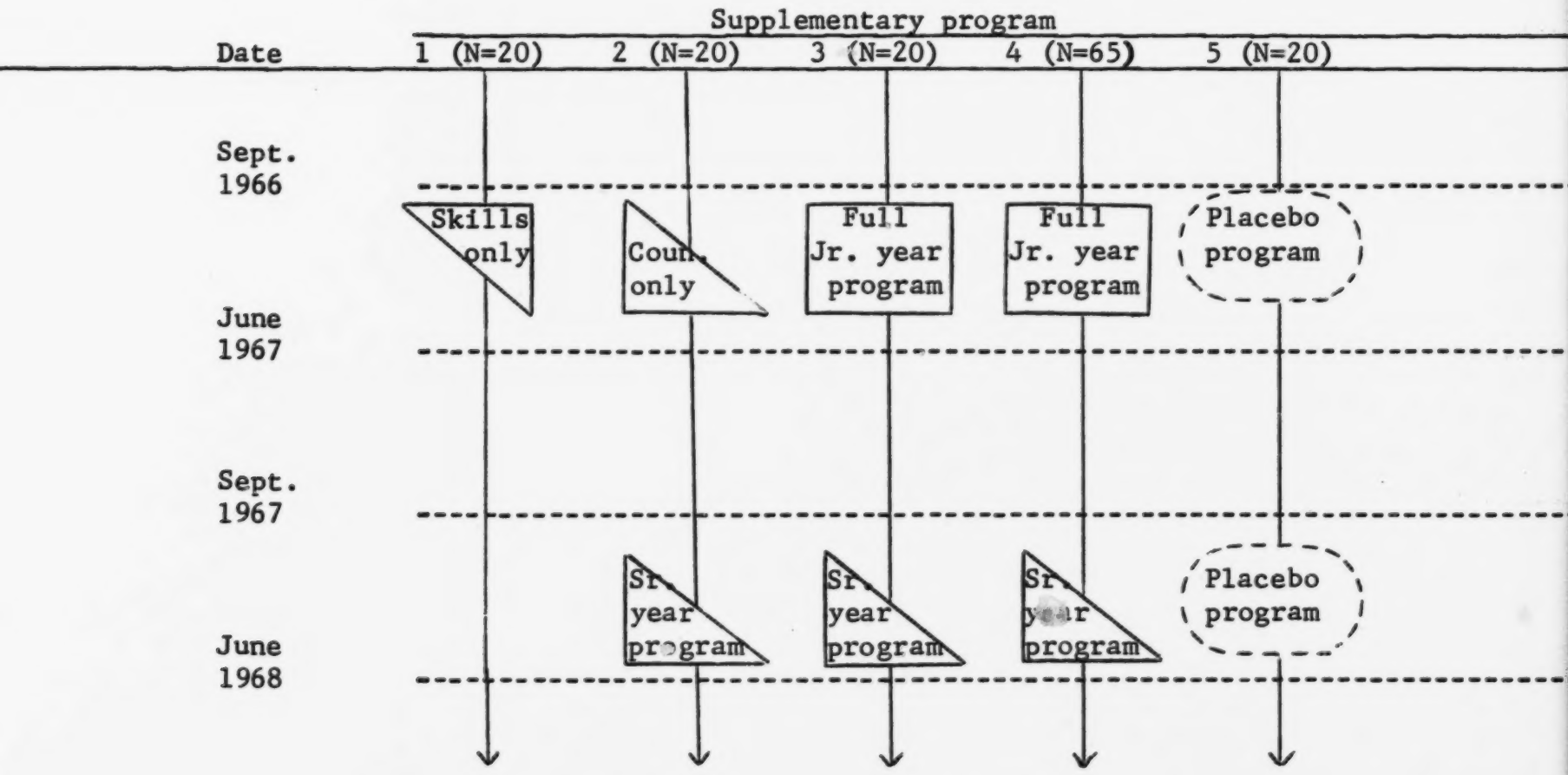
Juniors in Programs 2, 3, 4, and 5 during the 1966-67 school year continued in the programs as seniors. Program 5 placebo activities remained much the same as during the junior year. But in the other programs, only the group counseling-guidance aspects were continued into the senior year. A cut in the federal portion of the project budget made it impossible to offer the senior year programs to juniors who had entered Penta-County in the fall of 1967.

The general nature and sequence of supplementary program activities are shown in Figure 1. As can be seen, Programs 1, 2, 3, and 5 each had approximately 20 students while Program 4 had about 65 students. Thus, approximately 145 students were involved in some aspect of the programs during each of the two years. Additional students in the control groups brought the total for the two years to approximately 500. About one-third of this number were girls.

Both the group counseling-guidance sessions and the educational skills instruction were offered to students in small groups, usually with six or seven members. Students in Programs 1, 2, 3, and 5 were randomly assigned to three subgroups within each program. Students in Program 4 were randomly assigned to three subgroups within each of the four vocational areas involved. Since small group size permitted close student-instructor and student-counselor contact, the title, "Individualized Program," (hereafter called IP) was used in introducing the programs to Penta-County students and faculty. Individualization of instruction was, indeed, a major goal of the educational skills program. In addition, counseling group sizes had to be kept small in order to facilitate the desired group interaction.

FIGURE 1

Nature and Sequence of the Five Supplementary Programs for Fall of 1966 Entrants



Note.--The diagram for the class entering Penta-County in the fall of 1967 is identical except that no senior year programs were offered during the 1968-69 school year.

Educational skills groups met for two, 40-minute periods a week, and counseling-guidance groups met for one period per week. Students who were in both programs met three times per week, always with the same group members. Membership in some of the counseling groups had to be changed between the junior and senior years, however, because of scheduling difficulties.

Two staff members, one full-time and one half-time, served as instructors in the educational skills phase. Across the two years, it was possible to schedule about two-thirds of the educational skills groups in pairs, i.e., two groups meeting during the same time period. When this happened, the educational skills instructors could work together on program activities. For example, one instructor might work with eleven students as a group while the other instructor worked with two students individually. A considerable amount of flexibility was thus made possible.

At the start of the project, one full-time and one half-time counselor were involved in the group counseling-guidance phase, and the groups met twice a week. However, a budget cut in December of 1966 forced the termination of the half-time position and the reduction of group meetings to one per week. During the 1967-68 school year, a half-time counselor was added for the primary purpose of working with seniors who had been in Programs 2, 3, 4, and 5 the previous year. This position was terminated the following year due to another budget cut.

As noted before, program scheduling was especially difficult. Students had little free time. In addition, careful coordination of full-time and part-time staff assignments was necessary. Different scheduling procedures were used for homogeneous group students (Program 4) and heterogeneous group students (all other programs). For the former, three periods a week were taken from related class time in order to provide for the IP. This shortened the vocational instructors' student contact time from 30 to 27 periods a week. Presumably, the benefits students gained from the IP outweighed this loss of time.

In the heterogeneous groups, every attempt was made to schedule students for IP during their one study hall. This meant that students who had to take two academic courses could not be scheduled and had to be eliminated from the sample. These students were more numerous during the 1966-67 school year because some of the home schools had not provided the 9th and 10th grade programs needed by vocational students in order to graduate in four years. A few of the students who needed two academic courses had failed required courses during the 9th and 10th grade. It is regrettable that these students could

not be included in the study. In some cases, the pecularities of a student's lunch schedule required that he miss the last 20 minutes of his lab or shop period (usually the clean-up time) in order to free a full period for IP. The cooperation shown by Penta-County faculty members in overcoming scheduling problems was especially gratifying.

The results from several tests were available for IP and control group students at the time of this writing. The mean Lorge-Thorndike Verbal and Nonverbal IQ's were 100 and 106, respectively. For Penta-County students in regular vocational programs, these means were 101 and 107. (The latter figures are tentative since some 1967 enrollees had not completed makeup testing at the time the data was run.) On the General Aptitude Test Battery verbal and numerical subtests, IP and control group students obtained means of 92 and 97. Tentative school means were 94 and 100. Thus, it can be seen that students in the supplementary programs were slightly less academically able than the entire student body. Had separate data been run for students in the heterogeneous groups, the differences would, no doubt, have been greater. As noted before, these were the groups for which General Aptitude Test Battery verbal and numerical scores were used for screening.

The purpose of this chapter was to present the reader with an overview of Penta Project programs and the setting in which they were offered. It should again be emphasized that research design considerations played a large role in determining the structure of the programs. Several aspects of this structure will probably not be relevant in other settings. A rather detailed description of program structure was given, however, in order to provide the proper context for the program descriptions that follow.

CHAPTER IV

EDUCATIONAL SKILLS PROGRAM

Peggy Ramstad and Barry Mattimore

The purpose of this chapter is to describe the nature of the educational skills program--materials and procedures used, problems encountered, reactions of students, etc. Throughout this chapter, the initials IP will be used to represent Individualized Program, the title by which Penta Project programs were known. Some of what is presented in this chapter will overlap with the discussion of program structure in Chapter III. This is unavoidable since structure had a direct effect on what was done. Since general knowledge of program structure is assumed, Chapter III should be read before proceeding. Many of the commercially available educational skills materials used in the project are listed in Appendix A.

General Information

Stated broadly, the educational skills program consisted of remedial, developmental, and enrichment activities in language arts and mathematics. These activities were conducted with students in groups of about six or seven members. The intent was to individualize instruction and to relate it whenever possible to the student's vocational area. No attempt was made to form groups on the basis of educational strengths or weaknessess held in common by certain students. Thus in a given group, some students might be working at a remedial level and others at an advanced level in a particular educational skill area.

Fifteen groups of students met for 40 minutes twice a week. A full-time instructor was responsible for ten groups, and a half-time instructor for five. The half-time instructor (male) during the first year became the full-time instructor the second year. Three women were employed over the two year period. Only one of the instructors had previous experience working with vocational school students. However, this work was in an academic subject matter area, not in the area of educational skills. All had some training but not extensive experience in educational skills work. Training varied from supervised experience to a Masters Degree in reading. For three of the staff members, the experience involved working with elementary school students.

The groups met in a small room which had been remodeled to provide maximum educational facilities in the limited space available. For the first half year, movable partitions were utilized

to provide a degree of privacy when two groups were meeting simultaneously. In the middle of the first year, an office-sized room also was made available. Figure 2 gives a general picture of educational skills room layout. Two photographs showing actual room appearance have also been included.

Initially, each group met twice a week with the same instructor. Beginning in the middle of the first year, each group continued to meet twice a week but four groups met first with one instructor, then with the other. The latter arrangement and the fact these groups plus six others met during the same period that another group was meeting made it possible for the instructors to coordinate their efforts and share responsibilities for each other's students. Thus, one instructor could work with a few students in the small room while the other instructor met the rest in the regular educational skills room.

Instructional Procedures and Materials

Since there were no established guidelines for programs of this type, the decision was made to be as flexible and open as possible in adjusting instruction to the students' needs, interests, and abilities. Although program planning included provisions for students with a full range of abilities and needs in the area of educational skills, it was initially assumed that many students would need remedial work in reading and mathematics. However, student performance on and reaction to the remedial materials and techniques coupled with the results of various sight word recognition and sentence reading exercises used during the first month soon made it clear that the majority of students needed developmental work (particularly in the areas of vocabulary, comprehension, and study skills). Results from the California Achievement Tests supported this observation. As expected, some students were ready for enrichment activities.

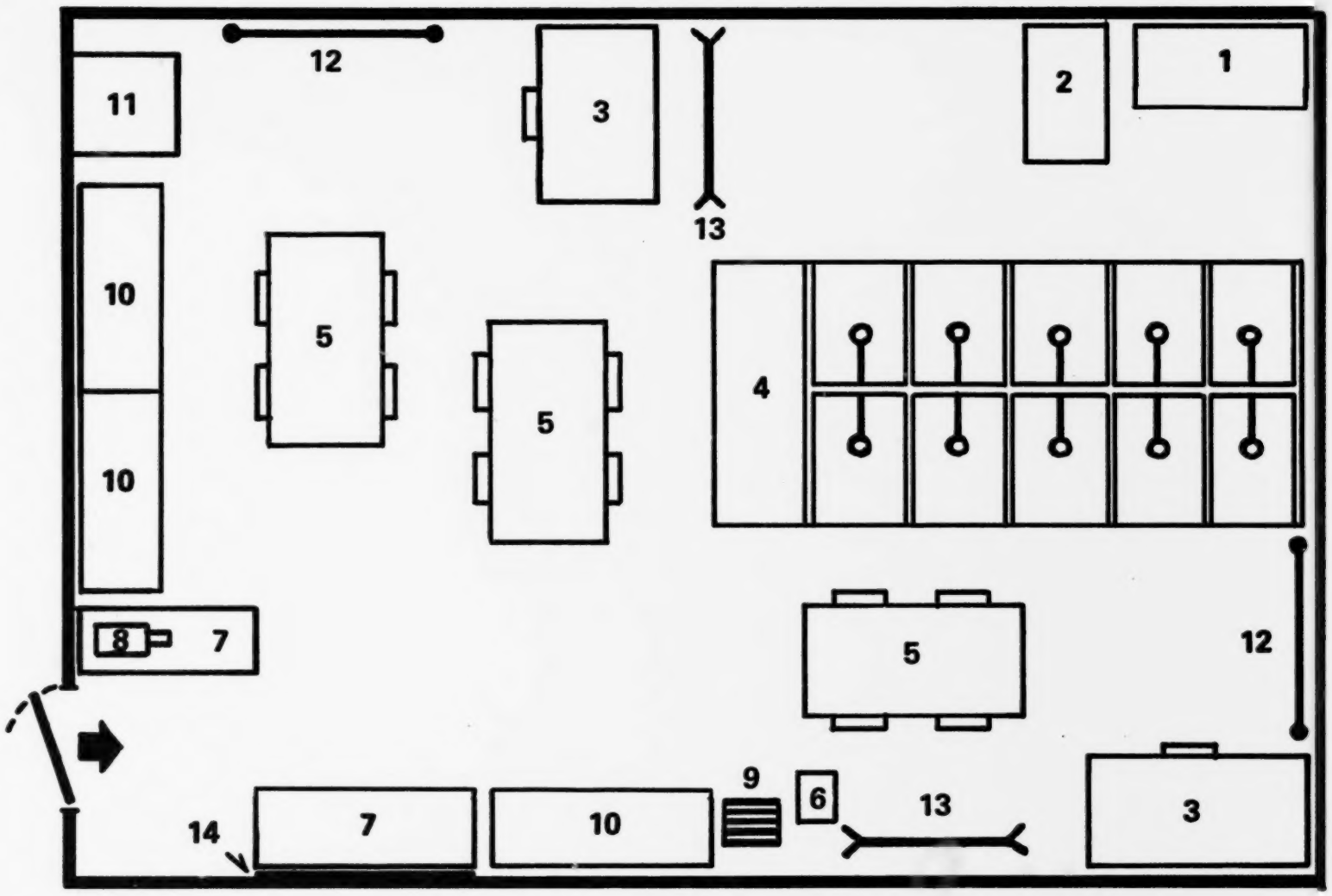
Of those students who did need remedial work, few were receptive to efforts to provide it. In particular, materials with an appearance or title that suggested remedial exercises or work with an elementary school level orientation engendered negative reactions. This is just another instance of the often cited dictum that the educational program must be appropriate to the student's stage of development. Unfortunately, there are few materials of a remedial nature that are written to appeal to young adults. With the advent of federal poverty programs and funds, the situation is improving, however.

The students' trade area teachers were consulted and contributed suggestions for activities that would correlate with the work being done in the trade area classes. Copies of the textbooks used in these areas of study were also obtained and lessons facilitating study in these texts were developed. The following are examples of the types of lessons developed from the information provided by the trade area teachers: (a) practice in solving detailed mathematical problems

FIGURE 2

Educational Skills Room

(FLOOR PLAN)



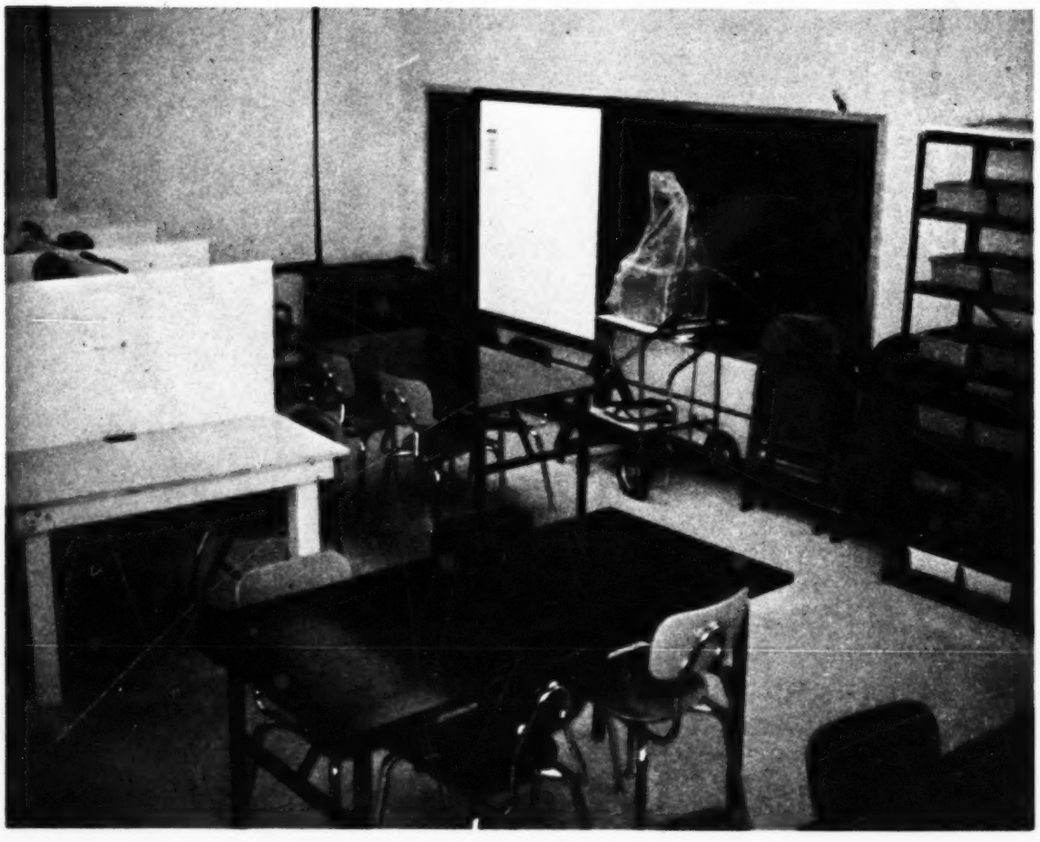
(ROOM SIZE: 22' x 32')

Key

1. Closet with storage shelves
2. Four-drawer filing cabinet
3. Desks for the two instructors
4. Instructional table (10 carrels with study lamps. Space for tape recorder and record player).
5. Tables (4-6 students)
6. Overhead projector on moveable stand
7. Three-shelf bookcase
8. Film strip projector
9. Extra chairs
10. Five-shelf bookcases
11. Air conditioner
12. Projector screens
13. Moveable bulletin boards (used occasionally as room dividers).
14. Stationary bulletin board

FIGURE 3

THE EDUCATIONAL SKILLS ROOM



related to customers' bills; (b) study and drill on difficult vocabulary words essential to a particular trade area; and (c) drill in the recall of detailed steps, procedures, check lists, etc. appropriate to a given aspect of a student's vocational area. Many of these lessons were prepared on transparencies and presented on the overhead projector.

Other audio-visual materials were also effective. Some examples are listed below. All are further described in Appendix A.

1. The Language Master. This device is similar in principle to the tape recorder and consists of vocabulary cards, which, when inserted into the machine, cause the word to be pronounced. The student sees the word, hears it pronounced, and sometimes, depending upon the type of card, hears it used in a sentence. These vocabulary cards are available ready-made at any level of difficulty. It is also possible to obtain blank cards which can be used to develop exercises specific to a student's trade area.

2. Self-contained telephone equipment. This equipment, which was obtained from the local Bell Telephone office, is a useful tool for developing communication skills. For example, cosmetology girls can practice talking with customers in a role play situation. The availability of a tape recorder for playback of conversations makes this experience even more valuable.

3. The Tachist-O-Filmstrips. These are used with a filmstrip projector and can be flashed on a screen. The filmstrips contain material ranging from simple symbols, words, and phrases, to complicated sentences. Use of the filmstrips serves to develop perceptual skills important in reading by requiring the student to concentrate on and grasp visual cues in a limited period of time.

4. Listen and Read Tapes. This series of prerecorded tapes and accompanying workbook exercises is especially good for developing listening skills.

A major piece of equipment, constructed by Penta-County students rather than purchased, was an instruction table. This consisted of ten learning booths each with its own lamp, phonojack, head set, and electrical outlet. Thus the Language Master or a filmstrip projector could be plugged in at any booth, or material such as the Listen and Read Tapes could be heard by a maximum of ten students without disturbing others in the room.

Individualization of instruction was facilitated by the use of programmed texts. A variety of programs were available. Topics covered included vocabulary development, reading comprehension and study skills, basic mathematical processes and topics in "higher" forms of mathematics, and specific trade-related information, (e.g.,

blueprint reading, effective letter writing). Unfortunately, very few trade-related programs had been developed at the time the IP was offered. Programmed texts which were purchased are listed in Appendix A.

Not listed in the Appendix is a collection of paperback books and magazines that were utilized during a once-a-month library period. The intent of this period was to foster a greater desire for and breadth of self-initiated reading. The paperbacks, which numbered more than 100, covered a wide range of interests and were primarily fiction chosen at the request of the students. Among the magazines available for student use were Newsweek, Time, National Geographic, Sports Illustrated, Saturday Review, and the Reader's Digest as well as others associated with particular trade areas. The latter type of magazine is listed in the Appendix. Response to the library periods was very good. Students were also encouraged to check out the paperbacks and read them on their own time.

Shortly after school got underway in the fall of 1966, educational skills students were administered the California Achievement Tests. Most students took the reading and mathematics portions of this test battery during IP periods. This turned out to be a mistake since the testing process itself consumed a lot of time and was generally unpopular. However, the purpose of the testing was to gain, as soon as possible, information on student strengths and weaknesses in educational skills so that programs could be planned accordingly. The following year, the California Achievement Tests were administered to IP students outside of the group sessions, and instead, the reading and mathematic sections of the Wide Range Achievement Tests were given in the IP. These tests are relatively short, easy to administer, and serve as rough screening devices providing preliminary information on a student's academic skills. Since scoring is quick and simple, immediate feedback of results to students was facilitated.

During the first year of the program, it became obvious that many students either did not have or chose to ignore information on their educational skills deficiencies. Although some test interpretation was done in the process of explaining an instructional program to a given student, no attempt at test interpretation for all IP students was made the first year. However, individual test interpretation conferences were scheduled early in the second year. Student reactions to the test results varied from interest in knowing how they did to complete apathy, with the latter reaction being very much in the minority. Those who had done poorly tended to attack the test as being unfair or explained that they really had not tried to do well on the tests. Most of the students did gain some insight into their

academic abilities and deficiencies. Since test interpretation tends to make it more difficult for the student with educational skill deficiencies to rationalize these deficiencies, steps toward improvement were easier to initiate. Also, the instructors had definite guidelines for working with individual students on an instructor-student, cooperative planning basis.

Following the interpretation of test results, a program was developed for each student. Students were encouraged to work at their own speed. At no time were they pressured to hurry, though it was sometimes necessary to remind certain students to continue working. An individual folder which included test results, progress charts, and samples of the student's work was kept for each student. This record was available for the student's use as well as the instructor's and was referred to extensively during instructor-student evaluation and planning conferences.

Students with very low scores in reading were also evaluated in phonics. In many cases, the student did not know sound-symbol relationships and, thus, was first given instruction in this area. The next step involved study of the 1000 most frequently used words in reading materials. Since these words comprise approximately 70 per cent of all reading material, mastery of them is essential if one is to become a proficient reader. The Language Master was of special value here. It provided the student who was disenchanted with regular classroom approaches a chance to learn the words in a novel situation. Students also enjoyed working with this device because they recorded the words themselves and were able to hear how their own voice sounded.

Other materials used were from the various reading laboratories. (See the Appendix for a list of these materials.) Those proving to be the most useful were "Tactics in Reading," "Building Reading Power," and the Science Research Associates reading and spelling laboratories. These laboratories give systematic instruction in such areas as vocabulary, syllabication, sentence structure, comprehension, structural analysis, and spelling. Students kept progress charts of their work in the laboratories.

The students who scored lowest in mathematics were started with exercises in the fundamental operations of addition, subtraction, multiplication, and division. When they demonstrated proficiency in doing these basic operations, they began work in decimals, fractions, ratios, and percentages. For diversity and to make the work more practical and meaningful, problems were drawn from the student's trade area textbooks.

In the language skills area, primary emphasis was placed on grammatical structure and the mechanics of English. Understanding the parts of speech, capitalization, punctuation, spelling, and expressiveness were stressed.

Some Observations

During the two years the IP was offered, certain opinions concerning IP students became rather firmly fixed in the minds of the IP staff. The first of these was that students in groups that were homogeneous with respect to vocational area were easier to work with than students in heterogeneous groups. This opinion is not entirely based on the comparative ease with which materials could be prepared and presented to students in homogeneous groups when group work was called for. Beyond this, there appeared to be a certain cohesiveness, mutual reinforcement (or perhaps lack of rivalry) in homogeneous groups. This was particularly noticeable in the counseling groups, but carried over to the educational skills groups as well.

Heterogeneous groups were much more likely to present morale, cooperativeness, and "attitude" problems. This may not have been due solely to group composition. It should be recalled that in scheduling heterogeneous groups, time had to be taken from study hall and sometimes from part of the shop or lab period. Hence, some students felt (and actually were) shortchanged timewise. In addition, many different vocational instructors had students in the heterogeneous groups. Hence, the development of close IP staff-instructor relationships was more difficult. There was ample evidence to indicate that instructor attitude toward the IP had a direct influence on student attitude.

Another aspect of program structure that appeared to affect attitude toward the IP involved whether the students were participating in only one of the two programs or in both programs. Students in only the educational skills phase appeared to be more negative concerning the project than students who were also in the group phase. The same feeling with respect to the group phase was shared by the guidance staff. In each instance some group members expressed a desire to be in the other phase of the project also. There was some subjective evidence that work in one phase reinforced the group cohesiveness developed through work in the other.

Another observation, one which was without doubt the most strongly supported, concerned the enrollment of nonvolunteers in the IP. Many students greatly resented being placed in the project and in some cases this resentment was never overcome. There are several possible reasons for this beyond the element of coercion. First, only a small sample of students at Penta-County were in the program. Hence, many of a student's classmates were not in IP. This might be particularly annoying to students in the heterogeneous groups. In homogeneous groups, on the other hand, all students in a given vocational area were in IP.

Second, work on educational skills is not likely to be pleasant for vocational students since many of these students were likely to have had academic problems before they entered vocational school. In fact, one of the reasons these students chose to enter a vocational program may well have been that they lacked aptitude for or interest in academic work. Third, educational skills work early in the first year had a remedial emphasis. As has already been noted, this was later reduced. Contributing to the remedial image was the original choice of "basic skills" as the title for the educational skills phase.

A final major reason for student displeasure may involve the assignment of students at all ability levels to the program. There were some very able girls, for example, in cosmetology. The need for development of educational skills beyond the minimum needed to succeed in cosmetology was very hard to sell to some of these girls.

Other factors of less importance may also be pertinent. For example, IP sessions met at most three times per week and were disruptive of what some students considered to be their regular schedule. No grades were given in IP. This was a break in a precedent long established in the student's minds. Some actually insisted on receiving grades.

Finally, some students seemed to play the role of complainers. Vocational teachers would note that these students complained about having to attend IP. But when the students were in IP, they complained about having to go back to their vocational area. Perhaps the old saying, "boys will be boys," can be restated as "students will be students"!

For whatever the reason, the majority of students expressed varying degrees of displeasure with the educational skills program, particularly with its nonvoluntary aspects. There were no unmanageable problems, however, and student attitude improved as the staff profited from experience. Major problems occurred early in the first year of the program. After the programs had established an acceptable image and after the IP staff had developed personal relationships with the students and regular faculty members, these problems tended to disappear. In fact, there was a marked difference between 1966 and 1967 IP students in attitude displayed toward the IP early in the year. This is understandable since the fall of 1966 represented a "shake-down" phase for the program.

In any case, it is important to devote considerable class time early in the year to student orientation to the program.

Although some time was spent on orientation the first year, lack of understanding of the purpose and nature of the program on the part of some students no doubt contributed to their dislike of the educational skills phase. For this reason, a two-week orientation session was provided at the beginning of the second year. Emphasis was placed on the reasons for the program and what the student might expect to gain from participation in it. Also at this time the materials and equipment available to students during the course of the year were introduced. Students were given an opportunity to ask questions and to familiarize themselves with the overall procedures. Finally, it seemed advantageous to spend most of the class time on group activities during the first weeks of the program. This seemed to build group cohesiveness and avoided putting the spotlight on a particular student's limitations or assets until he felt a part of the program and the group.

In this context, the need for faculty orientation to Penta-type programs must also be emphasized. In the case of the Penta Project, IP programs were chiefly developed by persons outside of the Penta-County administrative staff. Although there was good communication (and, indeed, overlap) between the project staff and the Penta-County administrative staff, faculty members were not introduced to the project until it was ready to begin. Hence, they had to be sold a product that they had no choice in buying. Meetings and orientation sessions were scheduled for this purpose but always as part of an already busy day. For this reason, project orientation was as likely to be viewed as an intrusion by some as an opportunity. Also, those familiar with the background of vocational educators will realize that many do not enter education through the traditional four years in a teacher education program. Hence, the educational terminology (jargon) frequently used by educators is often inappropriate. It wasn't until the project had been underway for some time and IP staff-faculty contacts had developed, that real orientation was achieved for most of the faculty.

Penta Project programs were experimental in structure, if not in content. They grew out of no explicitly felt need on the part of most Penta-County faculty members or students. Hence, they were, by their very nature, something extra--something added on to the regular, day-to-day activities of the school. Since the programs are, indeed, supplemental to the regular vocational program, this characteristic can never be completely avoided. However, the same experimental structure is not likely to be relevant if the programs are adopted elsewhere. Instead, the programs can be directed more toward

commonly agreed upon needs and demonstrated areas of effectiveness (assuming results from the objective evaluation are favorable). The problems of faculty involvement in early stages of the programs remains. However, programs offered in a nonexperimental context more readily lend themselves to this involvement.

CHAPTER V

GROUP COUNSELING-GUIDANCE PROGRAM

Jeffrey Messing and Jacob Elliott

The group counseling-guidance program, offered in conjunction with the Penta Project, is described as fully as possible in this chapter. Anyone who has counseled students knows that it is very difficult to give a precise description of what goes on during counseling. Subtleties of the situation, nature of the client, counselor's style and personality, sequence of events, context in which counseling takes place, etc., all contribute to this difficulty. When group counseling rather than individual counseling is involved, the situation is all the more complex.

Group guidance activities, on the other hand, lend themselves to more precise description. Texts discussing group guidance activities are available, and curriculum guides have been developed for vocational guidance courses. Bibliographies of guidance materials are also generally available. (For this reason guidance materials purchased for use in the Penta Project are not listed in the Appendix.)

In the Penta Project, a combination of group counseling and guidance was offered--hence the label, "group counseling-guidance." As will be seen, the program was relatively unstructured and mostly consisted of group counseling. Group guidance activities typically grew out of needs that became apparent during group counseling. They were seldom formally scheduled, and there was no group guidance curriculum, per se. This, unfortunately, presents problems in communicating the exact nature of the program. It does, however, approach what some feel to be an ideal situation, one in which guidance activities grow out of a readiness for them on the part of students. One might say that the ground is cultivated before the information is disseminated. At the same time, students have the opportunity, during group counseling, to relate the information to themselves and to see how it is being reacted to and used by others.

Research design had a definite impact on the structure of the counseling-guidance programs. Counseling groups, contrary to good group counseling theory, were nonvoluntary. Students were randomly selected from the pool of those eligible and were assigned to groups without regard to the desired characteristics of potential group members. This aspect of the Penta Project programs need not be repeated in other settings, however. It does serve to make working with groups considerably more difficult.

Rationale

An assumption underlying the recent movement in both group counseling and psychological health programs is that all individuals may profit from some counseling contact or experience. Counseling contact, either individually or in groups, is not just for the atypical population, e.g., those students who are unable to cope with the tasks set for them by their home, school, or society in general. It is for the normal population of students as well. Many feel that all individuals have a capacity for growth that has not yet been realized.

Vocational school students, in particular, should be able to profit from opportunities for such growth. Vocational schools have all too often been seen as a dumping ground for either "untalented" youth or youth who did not live up to what was believed to be their academic potential. As a result, vocational school students very often have the perception of themselves as second class citizens or in the academic sense, second class students. It seems quite important, therefore, to give vocational students an opportunity to explore the way they see themselves in light of their program in a vocational high school. In addition, it is important to help them develop and/or maintain a positive self-concept.

The rationale underlying the use of group counseling in the public schools is, in part, based on the assumption that the student can make better use of his educational environment if he has a setting in which to explore interpersonal relationships, to take a close look at himself and the problems that all adolescents experience in their relationships with peers and adults. Group counseling is designed to aid the individual in analyzing himself, his behavior, values, goals, and plans. The function of group guidance, in this context, is to provide information which hopefully will be integrated into the student's views and behavior.

Just as a mirror provides the individual with a physical view of himself, the interaction of group members can provide the student with a reflection of himself as he really is. Students can explore new ways to handle the anxiety, frustration, and confusion which many adolescents face in our society. At the same time they can not help but realize that they are not alone in these experiences. Group counseling also gives students the opportunity to explore their vocational self-concept. They can deal with the crucial question of what they will do with their personal, vocational, and educational lives. Moreover, they may do this without fear of being "preached to" or "told on" by the group counselor. The freedom of group members to be frank and open about their feelings and problems is usually much greater than would be possible in a classroom setting.

It is certainly true that a student who is preoccupied with his own difficulties may often find it hard to concentrate on his education, much less plan for the future. The experience of group members, tempered by the perspective of the group counselor, is sufficient to help most group members deal more effectively with the normal difficulties of everyday living.

In the discussion that follows, the initials IP are used to stand for Individualized Program, the title by which Penta Project activities came to be known. A general knowledge of program structure is assumed. Thus, Chapter III should be read before proceeding.

General Information

Two, small (approximately 9' x 14'), windowless rooms were available for group counseling purposes. Each room was equipped with an exhaust fan which had a dual purpose--ventilation and sound proofing. (Students passing in the halls had been tempted to eavesdrop on group discussions thus posing a threat to confidentiality.) The only difference in the furnishings of the two rooms was that one had a long table around which students sat. In the room without a table, students sat in chairs arranged in a circle. A tape recorder was provided in each room together with educational and vocational resource materials such as the Occupational Outlook Handbook, Occupational Briefs (from Science Research Associates), Barron's Profile of American Colleges, military service information, technical education directories, etc. A bulletin board was used to display a variety of material including newspaper and magazine articles on vocational or educational topics, cartoons, and scenic pictures.

There were a total of 15 groups of juniors in the program in 1966-67 and in 1967-68. Group size varied from six to eight members. During 1967-68, those juniors in the program the previous year continued in the program as seniors. About 10 students had to be excluded due to scheduling difficulties.

Two counselors carried the major responsibility for group activities. One (a male) was employed full-time for two years. The second counselor (a female) was employed half-time during the 1967-68 school year and worked almost entirely with seniors who had been in the program the previous year. The full-time counselor was a doctoral student in the counselor education program at the University of Toledo and had extensive experience in group counseling. The half-time counselor had recently completed a Masters Degree in guidance and had no group experience beyond participation in a T-group during counseling practicum. Both counselors taped many of their sessions and were visited about once a week by a supervisor (also a project staff member) from the University of Toledo Department of Guidance and Counselor Education.

Project counselors had a good working relationship with the Penta-County Student Personnel Department although they were not actually considered to be members of this department. Primarily, this relationship involved consultation with the Student Personnel Department counselors with respect to student problems of mutual concern. Group members who needed individual counseling were generally referred to the Penta-County counselors. Research design requirements did not allow the project staff to carry on more than incidental individual counseling with members of their groups.

Initial Instructions to Counseling Groups

At the beginning of the year, a brief portion of the first meeting with each group was devoted to an explanation of the purposes of the group counseling-guidance program, vis., that through meeting in small groups every week it was hoped that an atmosphere of mutual confidence could be achieved in which each member would feel free to express himself on matters which concerned him deeply. The group, it was explained, was to be a place where one's attitudes could be challenged without threat, and where one could observe, in something approaching a laboratory setting, how others reacted to him and his behavior. It was further emphasized that since almost every activity requires various skills in getting along in groups, the counseling program could be looked upon as an opportunity to upgrade these skills. Students were encouraged to regard the counselor as just another member of the group. This last condition, incidently, is difficult for students (and counselors) to realize. Depending on individual personalities, many counselors might see themselves as authority figures in the group, rather than "just another member."

Students were urged to join in discussion without raising their hands and to speak openly and freely about anything of importance to them. A description was given of the random selection of group members, and students were advised that they would get neither a grade nor credit for IP. Limitations on group conduct were those imposed by virtue of meeting in a school setting, e.g., meeting and dismissing on time, a prohibition on smoking and eating in the room, etc. One further limitation was placed on the students--to refrain from repeating outside the counseling room anything that was said in group meetings. The necessity for confidentiality was appreciated by the students and well observed as far as the counselors could detect. On those occasions when confidences were divulged outside the group, members did not hesitate to report the occurrence to the group at the next session and reprimand the guilty party. The kind of breech of confidentiality that occurred most frequently was when students passing in the halls were tempted to stop and

listen at the door of the counseling room. Even use of the ventilating fan in the door was not a complete success in thwarting this kind of eavesdropping. Probably nothing short of a room removed completely from the ordinary traffic patterns of the school would insure absolute privacy.

Attention was also called to the tape recorder. It was explained that from time to time sessions would be taped for use by both the group and the counselor, but that confidentiality extended to the recordings and that only the group and the counselor would have access to the tapes. Tapes would be used to clarify disagreements, to follow progress of groups in the process of group dynamics, and to document the work of the project team.

One additional activity was presented in an effort to orient the students to the operation of counseling groups. A tape which "modeled" group interaction was played for each group. This tape was produced during the summer of 1966 and consisted of a group of students demonstrating group discussion and interaction. It was felt that by listening to peers interacting in a specific fashion, the Penta-County students could model their behavior after the demonstration and would find the task of group interaction more comfortable and familiar.

Once student orientation sessions had been completed, there typically followed a period of relative inactivity after which the students began to test out the counselors. As a natural beginning point, complaints concerning the IP were expressed, often with the apparent purpose of seeing whether the counselor would "let us get away with it." Following this testing-out phase, there seemed to be a passive resignation to the program. Many students seemingly did not completely understand what was expected of them but were willing to continue.

Procedures and Techniques

Counseling sessions were divided into two rather indistinct phases which for practical purposes were titled counseling and guidance. By far the majority of the activity that took place during the sessions was of a counseling nature. Students were requested to introduce any subject for conversation which they desired. The majority of these conversations centered around adjustment problems at home and in school. Perhaps the most frequently discussed topics were related to dating.

Approximately one session out of four was devoted to guidance activities. During this time educational, vocational, and military information was introduced. The dissemination of this type of information was actually not restricted to a specific period for guidance. In large part, information was presented on demand and/or whenever the counseling discussions moved into an area where guidance materials could be tied-in directly with what was being discussed. Filmstrips, films, and sociodramas were among some of the materials used for group guidance purposes and to facilitate group counseling. The films and filmstrips were used to initiate discussion of specific topics such as the outlook for jobs in the 1970's, drinking, dating, job interview behavior, and making the best use of one's educational opportunities.

It was quickly discovered that only recently produced audio-visual materials will command the serious attention of today's sophisticated high school student. He has seen excellent presentations at the movies and on television and is impatient with anything that is second-rate or out of style. Materials that preach are similarly unacceptable. Penta students were willing to consider an unbiased presentation of a problem and use it for a basis of discussion, but they had a singularly effective way of "tuning out" any attempt to impose someone else's values upon them. Audio-visual materials were most popular in those groups that were reluctant to assume responsibility for the success of their own group sessions. They were least popular in those groups where students were actively engaged in group dynamics and, therefore, resistant to externally imposed structure.

Procedures and techniques that proved successful in the operation of group counseling can be roughly divided into those initiated by the group and those initiated by the counselor. Activities or procedures initiated by the counselor included the presentation of films, filmstrips, or tapes dealing with vocational, educational, or personal adjustment topics. In addition, the counselor sometimes stimulated discussions by use of newspaper clippings, cartoons, movies shown at local theaters, current events, TV shows, or even school gossip. Activities were many and varied. For example, a "what's my line" game was sometimes used to familiarize students with the requirements of occupations other than their own. Groups sometimes role played certain social or vocational situations using techniques they learned from the sociodramas. Some of the role playing or spontaneous sociodrama dealt with job interviews or critical interaction in job situations. Thus, cosmetology students might role play a situation in which two or more of the group members have to deal with a employee-customer or management-employee conflict.

If a session deteriorated into trivialities, the counselor, by expressing his concern for the way things were going, could focus attention on the reasons behind unproductive behavior. If a group had been in the midst of consideration of an absorbing topic when the period ended the week before, it was often fruitful to recapitulate the high points of the previous meeting and go on from there. Sometimes a playback of portions of the tape of an earlier session would serve as a starting point for a new discussion.

Group members frequently started discussions about problems common to all members of the group. These discussions might deal with topics as varied as infractions of school traffic regulations, occupational training available in the armed forces, or insecurity in certain social situations. Or, a group member might ask the group's assistance with a personal problem such as how to overcome the family's opposition to marrying before graduation from high school, or whether to enlist or wait to be drafted by the armed forces. During some of the group meetings, students would spontaneously initiate group "games." These were really ways for the students to better understand the group process and often provided them with a means of reacting to one another in an open and yet protected way. Brief descriptions of some of these games as well as other group techniques that were used are included in Appendix B.

Probably because of the carryover of the traditionally dependent role of the student in the ordinary classroom, some students did not find it easy to assume responsibility for the course of events in group counseling. Their inclination was to seek approval or direction from the counselor. Other students displayed overt hostility, either due to a lack of understanding of what was expected of them or because there was stubborn resistence to the idea of group consideration of personal problems and the feelings they engendered.

Indefinite reliance on the students to take over the direction of malfunctioning groups generally proved to be unsuccessful. In such groups, sessions often broke down into multiple conversations between two or three members concerned with some superficial topic (usually cars). If the unstructured approach was continued for any length of time with such groups, a pattern of negative response was established which was very difficult to change. The students learned that they could command the threatening situations by noncooperation. If no group leader emerged from the group in the first few sessions, it appeared to be useful to supply a more structured, group guidance framework and allow direction to pass to the students as they developed greater confidence in group skills.

Students would sometimes stop in to talk to the counselor on an individual basis. At such times the counselor would generally encourage the student to express his feelings and thoughts in the group. However, if the student persisted in his desire to talk to the group counselor on an individual basis, the group counselor would see him for a short period of time, perhaps two or three individual sessions, and then, if appropriate, once again encourage the student to express his feelings in the group. If any long term individual counseling contacts were indicated, a referral was made to the school guidance department. Research design considerations limited the extent to which the group counselors could serve as individual counselors.

Group test interpretations were made for the Kuder Preference Record-Vocational, the California Achievement Tests (CAT), and the Lorge-Thorndike. The Kuder interpretations were made within the counseling groups. However, the CAT and the Lorge-Thorndike were interpreted to all students in a particular vocational area. This usually meant a group of from 20 to 25 students. The counselors feel that the test interpretations made in the smaller groups were much more effective because they allowed for more personal interaction. In general, it was noted that the students felt much less threatened by the Kuder than by the CAT and the Lorge-Thorndike interpretations. In the majority of cases, the Kuder, in fact, stimulated the students' thinking and very often provided a basis for sessions involving future vocational plans. It was found that the CAT and Lorge-Thorndike had much more meaning when local norms were used or when the students were given some understanding of how they actually ranked within their own class. It was surprising to the counselors that the students asked many astute questions regarding the basis for the norms which were used. The students' awareness of the fact that they were from a vocational school apparently made them feel that they should not be compared to the norms for general high school students. Many students could have profited from individual test interpretation following the group interpretation. This was done on a limited basis, but for the most part, students were told that they could talk with a counselor on the regular guidance staff.

Some Observations

By the middle or end of the first year, most of the groups were revealing active interest in the counseling process and appeared quite eager to attend the sessions. For example, students would express resentment to the counselor when for some reason one

of the counseling meetings had to be cancelled. Students began to stop by the group counseling offices on a voluntary basis, sometimes only for an idle chat. It was not unusual for counselors to get requests from students who were not in the program to be placed into counseling groups. This, of course, was not possible because of the research design. Overall student reaction to the group counseling phase of the project appeared to be quite favorable once the groups had been underway for some time. When a counseling group really began to function as a close-knit process group, the enthusiasm which it generated was generally felt throughout the school and had an effect on the other students as well as the other counseling groups.

In any counseling program involving a number of groups, whether voluntary or not, there are bound to be certain groups that function very well and others that function poorly. Such was the case at Penta-County. Typically, the members of two or three of the groups showed considerable hostility, passivity, or both toward the group sessions and/or counselor. Although more prevalent early in the first year of the program, malfunctioning groups were present during both years. Some groups at best achieved a marginal level of functioning. The groups did continue to meet, however, and in one instance, one of the "worst" groups became one of the "best" groups as the year progressed. In another instance it was necessary to temporarily remove two members from a group and to meet with them individually.

Level of group functioning is, no doubt, related to the personal characteristics of the group members (including the counselor). When more is known about those characteristics related to level of functioning, it should be possible to preselect group members that will function well together. Identification of the crucial variables will be undertaken as a byproduct of this project.

At the beginning of the second school year, the IP program encountered much less resistance than it did its first year. This is probably due to the fact that some students who had participated in the program the previous year were well acquainted with group counseling and felt much more secure in it. In turn, these students probably communicated to the new students, via the grapevine, that the IP program was "student approved."

As a result of the selection process specified by the project design, groups varied considerably in composition. Groups homogeneous with respect to vocational area, were quicker to develop a cohesiveness that promoted significant involvement than were

the mixed groups. Hence, instead of taking selected students out of a number of vocational areas, as was done in the heterogeneous groups, it seems preferable to include all students in a given vocational program. This would eliminate the complaints of some of those who were included in the groups but who were antagonistic to the program because they had to attend while some of their classmates did not.

More cohesiveness was also noted in the case of groups consisting of all boys or all girls. When boys and girls participated in a single group, a somewhat paradoxical situation arose in that the rivalry between the sexes became not only a stimulus for interaction, but an inhibiting influence as well. There was tendency for two group leaders to emerge, a boy and a girl. When this occurred, the majority of the interaction tended to take place between them rather than among all the group members. However, it was still the impression of the counselors that the groups containing both males and females were the most productive.

When groups were involved in both the educational skills program and group counseling phase, it was felt that they were more cohesive and that the students probably benefited more from both programs. The time of day that groups met likewise seemed to have an effect on group performance. Over a two-year period, it was observed that groups meeting during any of the lunch periods, regardless of whether or not the students had already eaten, exhibited more hostility and disinterest than groups meeting at other times of the day. Since the heterogeneous groups typically met at this time, the students were often missing a study hall or part of a lab period. There was also poor participation in groups meeting the first period of any day.

All of [illegible] counseling groups consisted of members in the same grade, [illegible], all juniors or all seniors. This appeared to be desirable, since it eliminated the possibility of individual members assuming authority positions on the basis of "seniority" alone. In area vocational schools such as Penta-County, thought might be given to the advisability of having some group members from the same home schools in each group to avoid the possibility of one or two students having nothing at all in common with other members of the group. In some isolated instances, many weeks passed before a student felt comfortable enough to take part in group discussions. Any means of making the climate less threatening to the individual would be beneficial.

The sex of a counselor does not seem of major importance. It is possible that students might more readily identify with a counselor of the same sex, but in the long run it is the projection of the counselor as a person that will determine the level at which the group can function. An open mind and an open heart are probably of more crucial significance to a teenager than whether the counselor is a man or a woman.

There was some evidence which indicated that male and female co-counselors could function more effectively than either could alone. Until January of 1968, all of the counseling groups were conducted with only one counselor in each group. A decision was then made to combine an all male group with an all female group and have both a male and female counselor for the newly-formed group. Previous to this time these groups, which were small, had been functioning in a borderline fashion. It was the impression of both counselors that the newly formed group functioned on a much higher level and worked more for the benefit of the individuals concerned.

In February of 1968, after the initial success with this combined group, a second group with co-counselors was started. It was the counselors' feeling that by using co-counselors this second group also met with much more success. In working with only one counselor in a group, there are occasions when a student begins to express feelings toward the counselor that render it extremely difficult for the counselor involved in the interaction to aid the student in understanding his feelings. However, in a co-counseling situation, one of the counselors is usually in a neutral position and, thus, can be of tremendous aid in helping the student to understand his emotional reaction toward the other counselor.

Our limited experience with co-counselors would seem to indicate it is a constructive innovation. Use of co-counselors, especially if they are of opposite sex, allows for a greater diversity of reaction in group discussions and by the mere presence of two counselors tends to keep discussions moving forward rather than deteriorating into multiple private conversations. Moreover, the interaction that takes place between the two counselors offers the students a social model from which to learn the process of group dynamics.

Student reaction to the program early in the first year was affected by many of the same problems noted in Chapter IV. In addition, group counseling was a totally new experience for almost all of the students. Their puzzlement and in some cases, fear, was in no way ameliorated by most faculty members for they, too, did not understand what was going on. In some

cases faculty members were disturbed by reports that students were talking about teachers and in other cases were appalled by the "lack of discipline" in the groups.

As noted in Chapter IV, faculty orientation sessions had been held, but they were brief and hurried. Verbal explanations of what goes on in group counseling are at best difficult. They are next to impossible with persons having the varied background represented by the Penta-County faculty. At the same time, it was not possible to demonstrate group counseling in the way that educational skills instruction could be demonstrated. Faculty members could not be invited to sit-in on counseling sessions since group responsiveness and confidentiality would be affected. It was possible, however, to describe group guidance procedures, show materials, portions of filmstrips, etc. After several different attempts, it appeared that the best method to explain group counseling was to play excerpts from a taped session (tape not made with Penta-County students) and to allow ample time for questions, discussions, etc. Perhaps the best technique for selling, if not interpreting, the program was faculty-IP staff contacts, both planned and unplanned.

There was an unseen problem within the senior classes during the second year of operation. The seniors had been in the IP program as juniors and had become accustomed to being in certain counseling groups. During the second year, because of schedule changes and dropouts, the students often had to be placed into different groups or have new students come into their old groups. This usually involved changing counselors as well. The senior students showed considerable concern about these changes to the point of complaining through the school administration that they wanted to be returned to the same group with the same counselor that they had the year before. It became evident that the project supervisors had underestimated the degree of cohesiveness which is built up not only between counselor and student but also among students in a counseling group. Unfortunately, the exigencies of the school schedule made the problem unavoidable.

In general it was noted that once a group counseling situation becomes solidly established, the students resist change of any kind. There was open rebellion when a leader was changed and loud complaints if meetings were held in a different room. Apparently the climate of intimacy and trust which is built up in a group that has functioned successfully is subject to serious impairments if there is any tampering with the original structure.

The students' negative reactions to being tested were quite evident, not only during the testing sessions but also during many of the counseling sessions. It was the counselor's impression that many vocational high school students are quite frustrated and threatened by testing procedures and for this reason, test administration should have been carried out with personnel other than members of the IP staff. The test administrator image which the IP staff took on in the beginning of the program was detrimental to the early involvement of the students with the IP staff members.

For the most part, the tape recorder, when in use, was an inhibiting factor. Though most students disclaimed any feeling of resistance when the tape recorder was running, they would glance at it frequently and sometimes say, "I can't talk about that today." The project counselors have the definite impression that for most groups the tape recorder was a hindrance to the free interchange of ideas and expression of feeling which group counseling is designed to make possible.

Anyone considering the use of group counseling as part of a developmental guidance program offered to <u>all</u> students should be alert to the problems that nonvoluntary participation entails. The difficulty with making the sessions voluntary is that many students, not having experienced group counseling, would have no basis on which to decide whether or not to participate. Consideration might be given to making group counseling voluntary after an initial period of exposure, perhaps one semester. This would permit a large number of students to experience the counseling situation and provide an opportunity for significant personal growth for the volunteers who elected to continue in the program.

CHAPTER VI

PLANS FOR EVALUATION

Dale Prediger

Program evaluation was originally scheduled for completion by December, 1969. However, budget cuts have delayed collection of some of the outcome data. In addition, certain aspects of the research design have been impaired. It is not clear, at the time of this writing, whether funds sufficient to support data collection and analysis will be provided in the next fiscal year. If not, these activities will be completed as time becomes available, hopefully by September of 1970.

Much of the information on program structure presented in Chapter III is essential to the understanding of evaluation plans. This information will not be repeated. Neither will an attempt be made to present details of the research design or the statistical analyses since this information is available in the project proposal. Instead, major evaluation phase objectives will be presented and outcome data briefly described.

The four general project objectives are listed below. All are amenable to restatement in the form of null hypotheses which can be tested through the use of inferential statistics. The objectives are as follows:

1. To determine which, if any, of Programs 1, 2, 3, and 5, produces more desirable results, as measured by the outcome variables, than the normal vocational school experiences of students in the control group.

2. To determine the relative effectiveness of those programs found to be effective in the analyses required by the first objective.

3. To determine whether supplementary Program 4 produces more desirable results, as measured by the outcome variables, than the normal experiences of control group students in each of the four vocational areas involved. Separate analyses will be performed for the four areas.

4. To compare program results for students in the top and bottom halves of their program group on academic aptitude. Separate analyses will be performed for each of the five programs.

Objectives 1 and 2 apply to students in the heterogeneous groups. Objective 3 involves only homogeneous group students. Objective 4 applies to both groups. No statistical comparisons between homogeneous and heterogeneous group students can be run since these two groups have different kinds of students. Determination of the relative effectiveness of the differing scheduling procedures and group composition involved will have to be a matter for subjective judgment.

A number of outcome variables will be studied in an effort to determine the nature of the changes, if any, produced by the supplementary programs. No single outcome variable is adequate for this task. It is more appropriate to use a number of outcome variables and, thus, focus attention on the type of changes in students that one can or can not expect from each program. Judgments as to the importance and desirability of these changes are matters for consideration by anyone interested in offering supplementary programs. Values placed on given types of changes will probably vary from one setting to another.

Three categories of outcome variables are listed below.

Overt behavioral data

1. Dropout rate (not including dropouts caused by a student's family moving out of the Penta-County area or death of a student). Two rates will be obtained:
   a) The rate for students dropping out of the regular vocational education program. This group will include those students who enter the occupational work-experience program, return to their home school, or dropout of high school completely for the duration of the study.
   b) The rate for only those students dropping out of high school for the duration of the study.

2. Attendance record as indicated by the number of absences per year for each student.

3. Disciplinary record as indicated by number of disciplinary referrals per year for each student.

4. Part-time work record (other than in programs sponsored by the state or federal government) as indicated by--
   a) Number of students employed for an average of at least seven hours per week for at least five months during the academic year.
   b) Number of students employed at least 30 hours per week for at least two months during the summer following their junior year.

Achievement data

1. Gain in reading comprehension as measured by the California Achievement Test Battery

2. Gain in verbal IQ (not necessarily intelligence) as measured by the Lorge-Thorndike Intelligence Test.

3. Performance of auto mechanics, drafting, and cosmetology students on the appropriate achievement tests developed by the State of Ohio Department of Education (1966) through the Trade and Industrial Education Instructional Materials Laboratory at Ohio State University. Work on the tests began in 1958. Currently they are being used by vocational schools in five mid-western states. The tests take from three to six hours to administer and cover the following areas: machine trades, automotive mechanics, basic electricity, basic electronics, cosmetology, mechanical drafting, printing, and sheet metal.

4. Percent of students in the appropriate training areas scoring above the median (state norms) on the Ohio Trade and Industrial Education Achievement Test appropriate to their area. Sample sizes will not allow an analysis within each area, except for auto mechanics, drafting, and cosmetology students. Data for students in the other areas covered by the tests will be pooled.

5. Overall grade-point-average obtained by the student at Penta-County while enrolled in the vocational program in which his training is terminated due to graduation or other reasons.

6. Percent of students with a grade-point-average of C or above.

7. Correlation of reading comprehension scores and verbal IQ's (tests given at the beginning of the junior year) with the results from the trade achievement tests administered to auto mechanics, cosmetology, and drafting students at the end of the senior year. These correlations will be calculated separately within the experimental and control groups and should be significantly lower for the experimental groups.

8. Composite score on a specially constructed rating scale designed to assess different aspects of student proficiency in each of the auto mechanics, drafting, and cosmetology, and horticulture areas. This scale will be completed for each student in these areas by the instructor at the end of each school year.

Covert behavioral data

1. Scores on the Brown-Holtzman Survey of Study Habits and Attitudes.

2. Student responses to each item of a specially constructed instrument containing questions covering areas such as the following: satisfaction with choice of training program, adequacy of training, attitude toward school and instructors, degree of optimism in personal outlook for the next five years, and plans to continue education.

3. Ratings of students by instructors on items designed to assess factors such as "motivation," "cooperativeness," "initiative," "responsibility," etc.

It is obvious that a large number of statistical analyses must be performed since most of these variables will be involved in all program comparisons. Until these analyses are completed, judgments concerning the value of Penta Project programs will have to be based on program rationale and face validity.

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APPENDIX A

Commercially Available Educational Skills Materials

Materials purchased for use in the project are listed according to the following categories:

A. Books, Booklets, and Workbooks
B. Programmed Texts
C. Instructional Laboratories
D. Other Software and Hardware
E. Periodicals
F. Miscellaneous Equipment

The commonly used title is given for each item along with the vender and vender's address. In addition, a brief indication of degree of usefulness in this project is given for some of the items in categories A through D. No claim of comprehensiveness is made for the list that follows.

A. Books, Booklets, and Workbooks	Vender
1. Activities for Reading Improvement, Books I, II, III (Very useful for individual study)	Steck Vaughn Company P.O. Box 2028 Austin, Texas 78767
2. Adult Reader (Useful for individual study)	Steck Vaughn Company (See A 1 above)
3. Algebra - Book I (Very useful for individual and group study)	Steck Vaughn Company (See A 1 above)
4. Basic Dictionary Skills (Useful for individual or group study if students have deficiency in this area)	Scott-Foresman Company 1900 E. Lake Avenue Glenview, Illinois 60025
5. Essentials of Mathematics (Very useful for individual and group study)	Steck Vaughn Company (See A 1 above)
6. Basic Mathematics for High Schools (Useful for individual and group)	Allyn and Bacon 150 Treemont Street Boston, Massachusetts 02111
7. Basic Reading Skills (Useful for individual work)	Scott-Foresman Company (See A 4 above)

8.	Basic Rules of Alphabetic Filing	South-Western Company 5101 Madison Road Cincinnati, Ohio 45327
9.	Basic Science for Living (Useful if student has interest in this area)	Steck Vaughn Company (See A 1 above)
10.	Conquests in Reading	McGraw-Hill Company 330 West 42nd Street New York, New York 10036
11.	Dr. Spello	McGraw-Hill Company (See A 10 above)
12.	Experience Books I, II, III	Steck Vaughn Company (See A 1 above)
13.	Figure It Out (Useful for individual study)	Educational Opportunities Project Division of Follett Publishing 1010 W. Washington Boulevard Chicago, Illinois 60607
14.	Functional English (Very useful for individual and group study)	Steck Vaughn Company (See A 1 above)
15.	How to Become a Better Reader (Useful for individual study)	Science Research Associates 259 E. Erie Street Chicago, Illinois 60611
16.	How to Read Better, Books I, II (Useful for individual study)	Steck Vaughn Company (See A 1 above)
17.	I Want to Learn English	Steck Vaughn Company (See A 1 above)
18.	Merchandising Mathematics (Useful in business areas)	Delmar Publishing, Inc. Mountainview Avenue Albany, New York 12205
19.	Muscles, Nerves and Bones of the Head	McMahon Electronic Engineering 381 West 7th Street San Pedro, California
20.	New Goals in Reading (Useful for individual study)	Steck Vaughn Company (See A 1 above)
21.	Shop Math	Bruce Publishing Company 400 N. Broadway Milwaukee, Wisconsin 53201

22.	New Rochester Occupational Reading Series	Science Research Associates (See A 15 above)
23.	Practical Problems in Mathematics Series for automotive, carpentry, electrical and printing trades (Useful in trade areas)	Delmar Publishing, Inc. (See A 18 above)
24.	Practical Mathematics Simplified	Delmar Publishing, Inc. (See A 18 above)
25.	Shop Arithmetic	Goodheart-Willcox Company 18250 Harwood Avenue Homewood, Illinois 60430
26.	Shop Geometry, Algebra, and Trigonometry	Goodheart-Willcox Company (See A 24 above)
27.	Steck Industrial Arts Series--Drawing, Exploring the Industries, Woodwork, Metalwork. (Useful for individual study in appropriate vocational areas)	Steck Vaughn Company (See A 1 above)
28.	Systems for Success (Useful for individual study)	Educational Opportunities Project (See A 13 above)
29.	Working with Numbers (Very useful for individual and group study)	Steck Vaughn Company (See A 1 above)
30.	College Entrance Reviews (Very useful for above average student)	Educators Publishing Service 301 Vassar Street Cambridge, Massachusetts 02139
31.	The Job Ahead	Science Research Associates (See A 15 above)
32.	My Country	Steck Vaughn Company (See A 1 above)
33.	Reader's Digest Readings Series (Useful for remedial work)	Reader's Digest Services, Inc. Box 301 Pleasantville, New York 10570
34.	Refresher Mathematics--with workbook (Useful)	Allyn and Bacon (See A 6 above)
35.	Reading in High Gear Learners	Science Research Associates (See A 15 above)

B. Programmed Texts

1.	Basic Accounting I, II	Tutor Inc. P.O. Box 432 LePorte, Colorado 80535
2.	Basic Mathematics: A Problem Solving Approach	Addison-Wesley Publishing, Co. Reading, Massachusetts 01867
3.	Basic Slide Rule Operation I, II	McGraw-Hill Company (See A 10 above)
4.	Chemistry I	Appleton-Century-Crofts 440 Park Avenue South New York, New York 10016
5.	Computing Square Roots	Appleton-Century-Crofts (See B 4 above)
6.	Contemporary Math Series	California Test Bureau 206 Bridge Street New Cumberland, Pennsylvania
7.	Consumer Mathematics Series	Behavioral Research Laboratories Box 577 Palo Alto, California
8.	Coronet Learning Programs--"How to Research and Write a Report," "Choosing Your Career," "Figures of Speech" and others	Coronet Learning Programs 65 E. South Water Street Chicago, Illinois 60611
9.	Decimals and Percentages (Useful for students having problems in these areas)	McGraw-Hill Company (See A 10 above)
10.	Dimension Analysis	Appleton-Century-Crofts (See B 4 above)
11.	Effective Letters	McGraw-Hill Company (See A 10 above)
12.	English Review Manual	McGraw-Hill Company (See A 10 above)
13.	How to Use a Slide Rule (Excellent for drafting students)	Harper and Row 49 East 33rd Street New York, New York 10016

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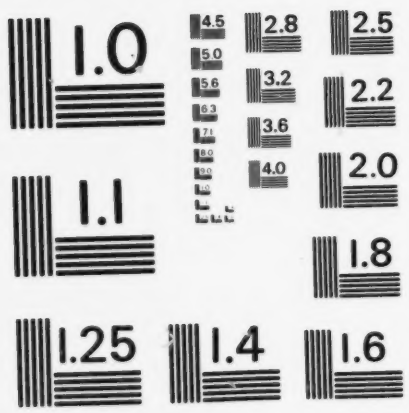

MICROCOPY RESOLUTION TEST CHART

NATIONAL BUREAU OF STANDARDS-1963-A

14.	How to Write Effective Reports	Addison-Wesley Publishing, Co. (See B 2 above)
15.	Basic Systems: Introduction to Electronic Data Processing, Binary Arithmetic, Basic Transister Circuits, Introduction to Transistors (Useful in related trade area)	Basic Systems, Inc. 880 Third Avenue New York, New York 10022
16.	Introduction to Probability	Graflex, Inc. Subsidiary of General Precision Equipment Corp. Rochester, New York 14603
17.	Logarithms	McGraw-Hill Company (See A 10 above)
18.	Measurement	McGraw-Hill Company (See A 10 above)
19.	Programmed Astronomy I, II	McGraw-Hill Company (See A 10 above)
20.	Programmed Beginning Algebra	John Wylie and Sons, Inc. 605 Third Avenue New York, New York 10016
21.	Programmed Blueprint Reading (Useful with related trade area)	McGraw-Hill Company (See A 10 above)
22.	Programmed Learning: A Bibliography of Programs and Presentation Devices, 4th Edition, by Carl Hendershot (Not a programmed text but a very useful guide to such texts)	Nat. Society for Programmed Instruction 4114 Ridgewood Drive Bay City, Michigan 48707
23.	Programmed Math Reviews	Appleton-Century-Crofts (See B 4 above)
24.	A Program for Effective Writing	Appleton-Century-Crofts (See B 4 above)
25.	Programmed Reviews of Mathematics (Very useful)	Harper and Row (See B 13 above)
26.	Programmed Modern Mathematics Series	McGraw-Hill Company (See A 10 above)
27.	Programmed Vocabulary	Merideth Publishing Company 440 Park Avenue New York, New York 10016

28.	Quick Calculus	John Wiley and Sons, Inc. (See B 20 above)
29.	Reading a Slide Rule	Resources Development Corp. Box 591 East Lansing, Michigan
30.	Reading a Micrometer	Resources Development Corp. (See B 29 above)
31.	Math Refresher Series-- trigonometry and vectors	Resources Development Corp. (See B 29 above)
32.	The Slide Rule (Very useful for drafting students)	Unitutor Publications Video Sonic Division Hughes Aircraft Corporation P.O. Box 3310 Fullerton, California
33.	Spelling Improvement	McGraw-Hill Company (See A 10 above)
34.	Spelling Principles (Useful for above average students)	Merideth Publishing Company (See B 27 above)
35.	Success in Language	Follett Publishing Company 1010 W. Washington Boulevard Chicago, Illinois 60607
36.	Trigonometry-Self Taught (Very useful)	McGraw-Hill Company (See A 10 above)

C. Instructional Laboratories

1.	Building Reading Power (Useful for students needing remedial work)	Charles Merrill 1300 Alum Creek Drive Columbus, Ohio
2.	Individualized English Set H (Useful for highly motivated student)	Follett Publishing Company (See B 35 above)
3.	Tactics in Reading - Laboratories I and II (Very useful for individual study)	Scott-Foresman Company (See A 7 above)

4.	Language Master including programmed vocabulary cards and blank vocabulary cards (Very useful for individual study)	Bell & Howell 7100 N. McCormick Road Chicago, Illinois 60611
5.	Percept-O-Matic Projector and Screenett with accompanying instructional reels (Useful for individual study)	Percept-O-Matic, Inc. Portland, Oregon
6.	Tachist-O-Flasher and Vocabulary Mastery Set of Tachist-O-Filmstrip Programs (Useful in small groups)	Learning Through Seeing, Inc. Sunland, California 91040
7.	Webster Classroom Reading Clinic--with accompanying practice readers (Useful for students needing remedial work)	Webster Division/McGraw-Hill 1553 Glastonbury Road Ann Arbor, Michigan

D. Other Software and Hardware

1.	The Human Body Kit--large display posters (Useful for cosmetology students)	F. A. Owen Publishing Co. Dansville, New York 14437
2.	Job Application-Job Interview--14 transparencies (Very useful)	Colonial Films, Inc. 70 Fairlie Street, N.W. Atlanta, Georgia 30303
3.	Listen and Read Tapes and Workbooks (Useful for developing listening skills)	Educational Development Laboratory (now a division of McGraw-Hill Company) Pulaski Road Huntington, New York 11744
4.	Transparency Series--Geology, Botany, and Auto Mechanics Series (Very useful in related trade areas)	Newman Visual Educ., Inc. 2023 Eastern Avenue, S.E. Grand Rapids, Michigan 49507

E. Periodicals

Only the trade area magazines for which subscriptions were obtained are listed below.

1.	American Hairdresser	American Hairdresser 16 West 46th Street New York, New York 10036
2.	American Machinist	McGraw-Hill Company (See A 10 above)

3.	Business Week	McGraw-Hill Company (See A 10 above)
4.	Design News	Design News - Circulation 3375 S. Bannock Englewood, California
5.	Electrical Engineer	Chilton Company Chestnut and 50th Streets Philadelphia, Pennsylvania 19139
6.	Horticulture	Horticulture - Subscription 300 Massachusetts Avenue Boston, Massachusetts 02115
7.	Motor Age	Chilton Company (See E 5 above)
8.	Motor Magazine	Motor Magazine - Subscription 250 West 55th Street New York, New York 10019
9.	Printer's Ink	Printer's Ink 100 Garfield Avenue New London, Connecticut 06320
10.	Product Engineering	Product Engineering P.O. Box 430 Hightstown, New Jersey 08520

F. Miscellaneous Equipment

Since the equipment listed below is available from several venders, no specific sources are indicated.

1. Filmstrip projector
2. Overhead projector (on moveable cart)
3. Two movie screens
4. Two tape recorders
5. Instructional table consisting of 10 carrels each with an overhead lamp, electrical outlet, and earphones for individual presentation of audio-visual material. (This table was constructed by Penta-County students.)

6. Three wooden bulletin boards on castors (also used as room dividers)

7. Two chalkboards

8. Fifty plastic containers with lids for storage of instructional materials.

APPENDIX B

Examples of Group Techniques

It is difficult to make a list of the techniques which are commonly used in group counseling. This is true mainly because many of the techniques are so subtle that even the counselor is sometimes unaware that he is using them. On the other hand, the simple technique of inviting a quiet, passive member of a group to show a filmstrip to the rest of the group may also serve to facilitate group counseling. If such techniques were to be included below, the list could become quite lengthy. What follows, then, is a brief description of some of the more readily definable, structured activites and techniques which were carried out in the group sessions. Some of these activities fall within the domain of group guidance; some serve to facilitate group counseling. No attempt to categorize the techniques has been made. The reader should be alert to descriptions of formal activities initiated and developed by the students, themselves. For lack of a better word, these have been labeled "games."

1. Role playing. This is a well know technique in which a member or members of the group assume the role of another person and respond to the group or to the counselor as they think that person would respond. For example, several members of a group might assume the roles of the family of one of the members and play out a critical incident in the relationship between the group member and his family. This may help the student to explore a variety of approaches to dealing with the incident. At the same time, others may vicariously profit from the experience and be helped to see a situation from different points of view.

2. Sociodrama. Sociodrama is a structured role playing situation. At Penta-County, sociodramas were used to allow group members to explore social situations and/or learn social skills. A sociodrama constructed by Penta-County students is presented in Appendix C.

3. Tell a Story. This activity requires that group members take turns telling a story--the same story. The story is originated by the group. The first person may stop at any point in his tale, and the next person must then pick it up and continue. The students use their own judgement on how little or how much of the story to tell before stopping. The sequences usually are outgrowths of sociodrama situations and allow the members to explore social interactions in depth while retaining the psychological safety of the third person story teller.

4. Recorder Feedback. This refers to tape recorder playback of past group sessions in order to stimulate further interaction on a given topic. It also provides the group with a perspective on how they interacted during a previous interchange.

5. Charades. This is a variation on the popular parlor game using the Occupational Outlook Handbook as a stimulus. A student is given the Handbook and picks an occupational title to role play for the rest of the group. The student selects an occupation with which he is somewhat familiar and uses the job description to supplement his information.

In the "What's My Line Game," a variation of Charades, the person role playing a member of the occupation can respond verbally and may take a longer period of time to collect information and prepare his presentation.

6. Who Am I Game. One member of the group is asked to take on the characteristics of another group member and role play that member's behavior. Questions will be answered (as much as possible) from the point of view of the member who is being role-played. The rest of the group the tries to guess which one of them is being role-played.

This technique provides an opportunity for group members to get feedback about how others see them or how they "come across" to others. The game generally serves to stimulate more direct interaction and confrontation within the group. Charades and What's My Line represent less threatening forms of this game and can be used before introducing Who Am I.

7. Password. Group members must all be from the same vocational area in order to play this game. Teams of two are established and compete against each other in guessing the predetermined (by the counselor) word. One-word clues are used. The words to be guessed come from the technical vocabulary of the students' vocational area.

8. Social Modeling. There are many approaches to the use of social modeling in promoting behavior change. In the Penta Project, applications were chiefly limited to use of the technique by the group counselor to reinforce "desirable" or goal oriented behavior among the group members. This typically involved use of both verbal and nonverbal techniques of reinforcement to construct a pattern of behavior and/or problem solving for the members to emulate.

9. Leader Identification. It is often helpful for the group counselor to identify the group leader as soon as possible. If the counselor is able to form a close relationship with this leader, the group is sometimes able to function in a more cohesive manner. The student leader is often much better able to serve as a model for fellow students' behavior than is the counselor.

In order to find out rather quickly who the group leader is, the following group leader identification system was developed. Group rooms at Penta-County all contained rather hard, molded plastic seats. However, the counselor's chair, which also served as his desk chair, was highly padded and became an object of some envy. A second padded chair was placed in the room so that there would be one for the counselor and another which the students must decide on who would use. In groups where there were two or more group leaders or where the democratic process was strongly ingrained, the group members decided to draw up a rotation list so that each week a different student would have the soft chair. However, in other groups, the chair became the property of a specific student. This student generally turned out to be the group leader, and other students very seldom questioned his right to have the chair.

10. Lemon Game. The Lemon Game started out originally as an effort on the part of a student to describe what she felt was the purpose of getting together for group counseling. Following the group's discussion of what they felt the role of group counseling to be, this young lady introduced what she termed to be the Lemon Game. According to the rules which she laid down, the group was to "set around and constructively cut each other up." Before any attempts were made to play this game, there was considerable discussion concerning the rules. Group members assured themselves that the purpose of this game was constructive--that it should help them see themselves as others saw them.

Initially, the Lemon Game was played with several or most of the group members expressing their feelings in regard to one person in the group. However, a variation was developed which seemed to be more comfortable. This variation involved each of the members in turn offering constructive criticism to any other one person in the group. Hence, the spotlight was not focused continuously on one person. Any individual in the group might be giving and receiving the constructive criticism. Rarely did the counselor have to step in and rule a criticism as being nonconstructive. For the most part, the criticisms which were offered touched on behavior which the student could do something about changing.

11. Note Card Game. This game developed as a variation of the Lemon Game. Each person is supplied with a note card and pencil. He is then told to list each group member's major strength and weakness on the note card. Group members are told before they start that no one will be able to find out which card they have written. In order to keep the situation anonymous, group members are instructed to place on the card their own name among the other names on the card. Hence, they must also list what they feel to be their major strength and weakness. After all the students have entered their comments on the cards, the cards are collected and shuffled. The counselor then takes the cards and reads aloud the major strength and weakness for each person on the card.

This game can be used very effectively as a spring board for talking about individual differences and general strengths and weaknessess of the various student personalities. In practice this technique was very effective because it allowed the less verbal students to get a chance to express their feelings with the safety of anonymity.

12. Face the Wall Game. In this game one student, who either volunteers or is selected by the group, turns his chair away from the group and faces toward the wall. The group then proceeds to discuss the student who is supposedly out of the group (is eavesdropping) and is not allowed to make any comments about any of the discussion which is going on in the group. Although not always the case, the group would generally attempt to give individual opinions by using the round robin method. That is, each student in turn would give his comments and views on what he felt to be the person's strengths and weaknesses.

Following the discussion period, the student facing the wall "returns" to the group. He is allowed to make any statements which he feels like making and can seek clarification on any of the points made during the discussion.

Once again the staff was impressed by the fact that the majority of the comments made by the students were of a very constructive nature. This sort of game seems to be of value because it causes a "peaking" of emotions in the individual concerned. The effects may, therefore, be more long range and intense than those which result from some of the other games.

13. Would This Person Game. This game perhaps more closely represents the type of game that might be played in a social gathering. One of the values of the game is that it allows the students to go as deeply into things as they desire and yet, if they are too anxious, it also allows for a more superficial approach. In this game, one

student is asked to leave the room. The students who remain in the room then get together and decide on one person among themselves who is going to be "it." The student who is designated as being "it" remains a mystery to the person who is outside of the room. The main object of the game is for the person who is out of the room to guess the student which the group has designated as being "it." Once he returns, he begins to ask a series of questions all beginning with the phrase "Would this person?" After the question is asked, an answer is given to the question by each of the members of the group in a round robin fashion. Since the person who is "it" does not want to give away the secret, he must also answer the question that was asked. The person who left the room attempts to guess who is "it" with the least possible number of questions.

This game seems to be rather effective because it can provide the student with an approximation of the image of himself which is held by the other students. The type of questions that are asked range anywhere from "Would this person be seen on a dance floor?" to "Would this person be considered selfish and inconsiderate of others?"

14. The Comment Sheet. This is the only intergroup game which was developed by the students at Penta-County. The game is played by placing a sheet of paper on the back of the door in the group meeting room. On the top of a page the following set of rules appear: "You may place after anyone's name on the sheet below any constructive criticisms, strengths, or weaknesses which you feel that person to have. You need not sign your name to the comment being made. However, all comments are to be constructive in nature. If you place a comment behind anyone's name on the paper, you are required to place your name in the left-hand column so that others may likewise comment on you."

This game was used very effectively as an intergroup activity. However, supervision is required since the temptation to make nonconstructive types of criticisms is greater than some students can resist!

APPENDIX C

We Want To Get Married: A Sociodrama

This is one of several sociodramas developed by members of the Penta Project counseling groups.

Scene: It is early evening. Sharon has just come home from her part-time job. She enters the living room where her mother is sitting, reading the evening paper.

Sharon: "Mom . . . ."

Mother: "What do you want now?"

Sharon: (hesitantly): "What would you say if I wanted to get married?"

Mother: "No!"

Sharon: "I just knew you'd say that. But why?"

Mother: "Because you're too young."

Sharon: "I'm almost finished with school."

Mother: "No. Why on earth do you want to get married? You should be having fun, getting as much out of life as you can. You're only young once. You can get married any time."

Sharon: "No, I can't."

Mother: "Why not?"

Sharon: "We want to get married now."

Mother: "Why? You've got a whole lifetime ahead of you."

Sharon: "We wanted to get married before Christmas."

Mother: "No! I think you should finish school first."

Sharon: "But I will finish."

Father comes in.

Mother: "What do you think? (Nodding to Sharon) She wants to get married."

Father: "Are you kidding? To whom?"

Mother: "John."

Sharon: "Oh, come on, Dad. John's been coming around here for the last eight months."

Father: "Mmmm. Where do you figure you're going to live?"

Sharon: "Well, we've been looking at some places out on Bancroft."

Father: "You know there are some other things to consider too, like his job and whether you can live on his salary."

Sharon: "But John has a job, and we're sure we can manage on what he makes."

Mother: "How much does he make?"

Sharon: "Enough."

Father: "And how about his draft status? I suppose he's 1-A. What would you do if he had to go into the Army?"

Sharon: "But he won't have to until school is out. Then I'll go with him."

Father shakes his head wearily, takes the paper Mother hands to him and sits down near her.

Mother: "Look, Sharon. You know how we feel about this. I don't want to talk about it any more."

Scene: About an hour later. The doorbell rings. Sharon answers it and ushers a young man into the now empty living room.

John: "Did you ask them? What did they say this time?"

Sharon: "Just what they said the last time - No!"

John (irritated): "But did they give a reason?"

Sharon: "They said we should wait until school is out."

John: "No kidding." After a pause, "What are we going to do now?"

Sharon: (dejectedly) "I guess we'll have to wait."

John (suddenly impatient): "Come on. Let's get out of here."

Scene: Two hours later. Sharon returns from her date and goes into her sister's room. Mary is ready to go to bed and is setting her hair. Sharon closes the door.

Mary: "What's the matter?"

Sharon: "Remember I told you John and I wanted to get married before Christmas? Well, I asked Mom and Dad tonight and they said no. They're afraid I won't finish school."

Mary: "Is that what they said."

Sharon: "Well, not just that way. They said they want me to finish school first."

Mary: "Would you finish school if you were married?"

Sharon: "Of course."

Mary: "I could have told you they'd say no. They think you're not old enough. I'll bet when you're 20 they'll think you're not old enough."

Sharon: "I guess we shouldn't even have asked them. We should have gone to another state where I wouldn't need their consent, and then it would have been done and they couldn't have said anything about it."

Mary: (surprised and a little shocked) "Would you really do that?"

Sharon: "Yes I would, especially the way I feel tonight. Honestly, I'll be so glad when I'm old enough to have some say about what I do with my life."

Mary: "Well, I'm going to bed, and you better too."

Sharon leaves